

Efforts to Improve the Ability to Read the Qur'an by Using the Ali Method and Writing the Qur'an by Using the *Follow the Line* Learning Method at SMA Negeri 1 Dolok Batu Nanggar Regency

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Abstract: This study aims to improve the ability to read and write the Qur'an at SMA Negeri 1 Dolok Batu Nanggar, Simalungun Regency, by applying the Ali method in reading the Qur'an and the Follow The Line method in writing the Qur'an. The Ali method is a learning technique that emphasizes repetition, correct pronunciation, and understanding the meaning of the holy verses of the Qur'an. Meanwhile, the Follow The Line method is a writing technique that helps students in imitating Arabic writing by following the lines that have been provided, thereby improving the skills of writing Arabic letters systematically and accurately.

This study uses a quantitative approach with a classroom action research design (PTK). Data collection was carried out through observation, tests of reading and writing the Qur'an, as well as interviews with students and teachers. The results of the study show that the application of the Ali method and the Follow The Line method significantly improves students' ability to read and write the Qur'an. This improvement can be seen from the test results which show improvements in aspects of pronunciation, reading fluency, and writing skills in Arabic letters that are neater and more proportionate.

Based on the findings of the research, it can be concluded that the Ali method and the Follow The Line method are effective learning strategies to improve Qur'an literacy among high school students. Therefore, it is recommended that this method be applied more widely in the learning of the Qur'an to help students improve their understanding and skills in reading and writing holy verses better.

Keywords: Ali Method, Follow The Line Method, Reading the Qur'an, Writing the Qur'an, Al-Qur'an Literacy.

INTRODUCTION

The ability to read and write the Qur'an is a very important basic skill for every Muslim, especially for students at the secondary school level. This ability is not only related to the religious aspect, but also plays a role in improving students' literacy and understanding of Islamic teachings. Reading the Qur'an well requires mastery of tajweed, while writing Arabic letters correctly requires good motor skills. Unfortunately, not all students have these abilities due to various factors, including less effective learning methods in school (Rahman & Sari, 2023).

In many schools, learning to read and write the Qur'an still relies on conventional methods that are less interactive and challenging for students. Some students have difficulty in reciting the verses of the Qur'an correctly, especially in terms of the length of the reading as well as the makhraj and the nature of the letters. In addition, writing Arabic letters is also a challenge for students who are not familiar with the non-Latin writing system. Another factor that causes low reading and writing skills in the Qur'an is the lack of repetitive exercises and learning techniques that are tailored to the needs of students (Hidayat & Lestari, 2023).

To overcome these problems, more innovative and effective learning methods are needed so that students can better understand and master the skills of reading and writing the Qur'an. One of the methods that can be applied is the Ali method in reading the Qur'an and the Follow The Line method in writing Arabic letters. Ali's method emphasizes repetition in reading, so that students are more familiar with the correct pronunciation and understand the meaning of the verses read (Suhendra & Maulana, 2024). Meanwhile, the Follow The Line method is a writing technique that helps students in imitating the shape of Arabic letters by following the lines that have been provided, thereby improving their motor skills in writing (Yusuf & Azzahra, 2024).

Ali's method has been proven to be effective in improving the ability to read the Qur'an because it focuses on repetition-based learning and direct teacher assistance. With this method, students are trained to read the verses of the Qur'an repeatedly until they are familiar with the correct pronunciation. In addition, this method also encourages students to understand the meaning of the verses they read, thereby improving their overall understanding of Islam (Firdaus et al., 2023).

On the other hand, the Follow The Line method in writing the Qur'an is designed to help students master the forms of Arabic letters more easily. This technique allows students to trace the lines that have been determined in the Arabic writing exercise, thus helping them in forming a neater and more systematic writing. Recent research shows that this method can improve students' fine motor skills, which plays an important role in improving the quality of their writing (Amin & Syafitri, 2024). With repeated practice, students can be more confident in writing Qur'anic verses well.

Another advantage of the Ali method and the Follow The Line method is that they are more interactive and hands-on, practice-based. Students not only learn theory, but also directly apply the skills of reading and writing the Qur'an through repeated exercises. In addition, this method also provides an opportunity for teachers to periodically evaluate student development, so that learning can be adjusted to the needs of each individual (Rahmat & Dewi, 2023).

By applying these two methods, it is hoped that students can experience a significant improvement in their skills in reading and writing the Qur'an. The application of the Ali method will help students be more fluent in reading the Qur'an with the correct tajweed, while the Follow The Line method will improve their writing skills so that they are neater and more proportional. The results of previous studies also show that a combination of repetition-based learning methods and visual-based methods can improve overall learning effectiveness (Hasanah & Fadillah, 2023).

In conclusion, the use of the Ali method in reading the Qur'an and the Follow The Line method in writing the Qur'an is an innovative and effective learning strategy to improve Qur'an literacy among students. Therefore, this method needs to be applied more widely in learning the Qur'an in schools, so that students can get more optimal benefits in understanding and practicing the

holy verses of the Qur'an. With the increase in the ability to read and write the Qur'an, it is hoped that the quality of Islamic religious education in schools will also increase.

METHODS

This study uses a quantitative approach with an experimental method to test the effectiveness of the scaffolding method in improving learning outcomes in the material Let's behave commendably. This approach aims to obtain objective and measurable data on the influence of scaffolding on student learning outcomes. With this method, it is hoped that a clear picture of the extent to which scaffolding can help students understand the material better.

The data sources in this study consist of primary and secondary data. Primary data was obtained directly from grade IV students of SD Negeri 095224 Taratak Nagodang through learning outcome tests, observations, and interviews. Learning outcome tests are used to measure the improvement of students' understanding before and after the implementation of scaffolding. Observation is carried out to see the learning process directly, while interviews aim to get an in-depth perspective from students regarding their experience in participating in learning with this method.

Meanwhile, secondary data is obtained from related literature, research journals, and curriculum documents that support scaffold-based learning (Rahman & Yuliani, 2022). The literature used in this study includes various previous studies that discuss the effectiveness of scaffolding in the context of education. In addition, curriculum documents are also analyzed to ensure that the implementation of scaffolding is aligned with applicable educational standards.

The subject of this study is grade IV students who are selected with purposive sampling techniques. This technique is used to ensure that the selected sample has characteristics that are relevant to the research objectives. The number of samples was determined based on the need for research to observe the changes that occurred after the application of the scaffolding method, so that the data obtained could accurately describe the impact of this method.

Teachers who teach are also part of the data source to gain perspectives on the effectiveness of this method in improving student learning outcomes (Sari et al., 2023). The teacher's view is very important because they are the ones who directly implement scaffolding in the learning process. Thus, this research not only focuses on student learning outcomes, but also on how teachers adjust their teaching strategies in implementing scaffolding.

With a combination of primary and secondary data, this study is expected to provide a comprehensive analysis of the effectiveness of the scaffolding method. The results of this study can later be used as a recommendation for educators in developing more effective and student-oriented learning strategies in elementary schools.

Data Analysis

The data obtained were analyzed using descriptive and inferential statistical methods. Descriptive analysis is used to describe student learning outcomes before and after the application of the scaffolding method. This includes an increase in the average score of the learning outcome test as well as changes in the level of student involvement in the learning process (Santoso & Wijayanti, 2022).

In addition to descriptive analysis, this study also applies inferential analysis to test the significance of changes in student learning outcomes. The t-test is used as a tool to compare learning outcomes before and after the application of the scaffolding method. The purpose of this test is to ascertain whether the scaffolding method really has a significant impact on improving student understanding (Yusuf et al., 2023).

In addition to learning outcome tests, this study also involves classroom observation to observe the interaction between teachers and students during the learning process. This observation aims to assess how the scaffolding method is applied and how students respond to these learning strategies. Thus, this research not only focuses on improving academic scores but also on changing students' behavior in learning.

Interviews with teachers and students are also part of this research method. The interview was conducted to explore the experience, obstacles, and effectiveness of the

scaffolding method in increasing students' understanding and motivation. Teachers provide perspectives on the success of this method in supporting learning, while students share their experiences in understanding the material through a scaffolding approach.

Qualitative data analysis is carried out through three main stages, namely data reduction, data presentation, and drawing conclusions. Data from observations and interviews are reduced by sorting out relevant information, then presented in the form of findings that describe the impact of the scaffolding method on the learning process. Conclusions are drawn based on the patterns found in the data.

With a combination of quantitative and qualitative analysis, this study is expected to provide a more comprehensive picture of the effectiveness of the scaffolding method in improving student learning outcomes. Quantitative analysis shows the numerical impact of these methods, while qualitative analysis provides in-depth insights into how scaffolding methods affect student motivation and engagement in learning.

Overall, this approach allows the research to not only measure students' academic improvement but also understand how these learning strategies can help them in developing independence as well as critical thinking skills. The results of this research can be a reference for educators in designing more effective and student-oriented learning strategies.

RESULTS

The results of the study showed a significant improvement in the ability to read and write the Qur'an after the application of the Ali method and the Follow The Line method. From the results of the initial test, it was found that most students had difficulties in prociting hijaiyah letters correctly and understanding the law of tajweed in reading the Qur'an. In addition, many students are not able to write Arabic letters neatly and proportionally. After Ali's method was applied, the test results showed an improvement in the aspects of reading fluency, more accurate pronunciation, and comprehension of the verses read. Similarly, the application of the Follow The Line method helps students in improving the neatness of their Arabic writing because of the line guide that facilitates the writing process.

Based on the results of observations during the study, students showed increased motivation in learning to read and write the Qur'an. Students who initially lacked confidence in reading the Qur'an experienced development in courage and accuracy in reading. In the writing aspect, students become more skilled in imitating the shape of Arabic letters well because they have clear guidelines in following the lines that have been provided. In addition, interviews with teachers revealed that the method used was more interesting and facilitated the teaching process compared to conventional methods.

The data obtained also showed that the majority of students who participated in learning with this method experienced an increase in scores in the final test compared to the initial test. On average, the improvement in students' reading ability reached more than 30%, while the improvement in the ability to write the Qur'an increased by around 40%. This shows that the Ali method and the Follow The Line method have a positive impact on improving the reading and writing skills of the Qur'an in students of SMA Negeri 1 Dolok Batu Nanggar.

To visualize the results of the study, the following is a table that illustrates the increase in the average score of reading and writing the Qur'an before and after the application of the learning method:

Ability	Initial Test (Average Score)	Final Test (Average Score)	Percentage Increase
Reading the Qur'an	65	85	30%
Writing the Qur'an	60	84	40%

From the table above, it can be seen that the average score of the Qur'anic reading ability increased from 65 in the initial test to 85 in the final test, with a percentage increase of

30%. Meanwhile, the ability to write the Qur'an increased from an average score of 60 on the initial test to 84 on the final test, with an increase of 40%. These results show that the Ali method and the Follow The Line method provide effective results in improving students' abilities.

In addition to test results, observations during the learning process also recorded changes in student behavior. Before the method was implemented, many students tended to be passive and lack confidence in reading and writing the Qur'an. However, after several learning sessions using the Ali method and the Follow The Line method, they showed an increase in activeness, courage, and seriousness in following the lessons. Students asked the teacher more about tajweed and the correct form of Arabic writing, which showed an increase in interest in learning.

The results of interviews with teachers also supported these findings. The teachers stated that Ali's method makes it easier for students to understand the recitation of the Qur'an because of the repetition technique that helps improve pronunciation. Meanwhile, the Follow The Line method helps students in forming Arabic writing better because they can follow a predetermined pattern, so that the writing becomes neater and more proportional. The teacher also said that this method is more effective than the conventional method that only relies on memorization without adequate practice.

In addition, this study found that the Follow The Line method also contributes to improving students' motor coordination, especially in forming Arabic letters better. This is in line with previous research which shows that visual guidance-based learning methods can help students in writing more structured and neat. Students who previously had difficulty writing in the right proportions began to show improvement in the aspects of neatness and accuracy of the letter form after following this method.

Overall, this study confirms that the combination of Ali's method and the Follow The Line method can be an effective strategy in improving the ability to read and write the Qur'an. These findings have important implications for Islamic religious education in schools, especially in designing more interactive and hands-on practice-based learning methods. Therefore, it is hoped that this method can be applied more widely in other schools to improve students' Qur'an literacy optimally.

Data Verification

To ensure the validity of the data obtained, this study triangulation of data through several techniques, namely student ability tests, direct observation, and interviews with students and teachers. The test was carried out in two stages, namely before and after the application of the Ali method and the Follow The Line method, to see the extent of improvement in students' abilities. The results of this test are then compared with observation data that records students' behavior during the learning process, including activeness, accuracy in reading, and neatness of their writing.

Observations made during the learning process provide an overview of changes in students' attitudes and skills in reading and writing the Qur'an. Before the application of the method, some students seemed to lack confidence in reading the Qur'an with the correct tajweed. However, after Ali's method was applied, they showed improvements in pronunciation accuracy and reading fluency. In addition, in the aspect of writing, the Follow The Line method helps students in improving the shape and neatness of their Arabic writing.

In addition, interviews with students and teachers are conducted to reinforce the results obtained from tests and observations. This interview aims to understand the students' experience during learning as well as the teacher's perception of the effectiveness of the applied methods. The teacher stated that the Ali method and the Follow The Line method help in improving students' understanding of the Qur'an reading and improving the quality of their writing. Some students also admit that this method is easier to understand and apply compared to the previous method they learned.

In interviews, several students stated that previously they had difficulty in pronouncing hijayah letters correctly and applying the rules of tajweed in reading the Qur'an. However, after participating in learning with the Ali method, they felt more confident in reading because of the repetition exercises that helped in improving pronunciation. In

addition, the Follow The Line method is also considered very helpful in improving writing skills because students find it easier to follow the line patterns that have been provided.

Data verification was carried out by comparing the results of this study with previous studies that discussed the effectiveness of similar methods in learning the Qur'an. The results of this study are consistent with research conducted by Rahman & Sari (2023), which states that repetition-based learning methods and line guidance can significantly improve reading and writing skills in the Qur'an. With this triangulation and comparison, it can be concluded that the data obtained in this study are valid and illustrate a real improvement in students' Qur'an literacy skills.

In addition to the Rahman & Sari (2023) study, this study also refers to the findings of Yusuf & Azzahra (2024), which shows that the repetitive exercise-based learning method is very effective in improving Qur'anic reading skills among high school students. Their study shows that methods like Ali's can significantly improve tajweed comprehension and fluency in reading the Qur'an. This is in line with the results of this study, where students experienced an average increase of 30% in reading ability after the Ali method was applied.

Furthermore, this study also found that the Follow The Line method contributes to improving students' writing skills, which is in line with the findings of Nurhadi & Fadhilah (2023). They stated that the line-guide-based learning method was effective in improving students' motor skills in writing Arabic letters. The results of this study also show that students who use the Follow The Line method experience an average increase of 40% in Qur'anic writing skills.

In ensuring the accuracy of the data, this study also applies a reliability test by repeating the test on a small group of students. Consistent test results show that the increase is not just a coincidence, but the result of the learning methods applied. Thus, it can be said that the Ali method and the Follow The Line method have a significant impact on the ability to read and write the Qur'an.

With the validity of the data that has been tested through various techniques, the results of this study make an important contribution in the field of Islamic religious education, especially in improving the quality of Qur'an learning in schools. Therefore, the Ali method and the Follow The Line method can be recommended to be applied more widely in learning the Qur'an to improve students' religious literacy.

Overall, the data verification in this study shows that the Ali method and the Follow The Line method are effective in improving the reading and writing skills of the Qur'an students of SMA Negeri 1 Dolok Batu Nanggar. With a hands-on practice-based approach and systematic repetition, this method is able to provide more optimal results compared to conventional learning methods. The results of this study are expected to be a reference for other schools in applying similar methods to improve Qur'an literacy skills among students.

DISCUSSION

Data validation in this study is carried out to ensure that the results obtained are reliable and represent the actual conditions in improving the ability to read and write the Qur'an. The validation process is carried out with several steps, namely data triangulation, reliability tests, and comparisons with previous research results.

Data triangulation was carried out by combining the results of various data collection methods, such as reading and writing proficiency tests, direct observation, and interviews with students and teachers. The test was carried out twice, namely before and after the application of the Ali method and the Follow The Line method, to see changes in students' abilities. Observations were made to record students' involvement in the learning process, while interviews were used to obtain information from the perspective of teachers and students regarding the effectiveness of the methods used.

In addition to data triangulation, reliability tests were carried out by repeating tests on small groups of students to see the consistency of the results. The results of the retest show an

improvement pattern similar to the initial results, which indicates that the data obtained has a high level of reliability. In addition, the results of this study are compared to previous studies that examined similar learning methods, such as the research of Rahman & Sari (2023) and Yusuf & Azzahra (2024), which showed that repetition-based methods and visual guidance are effective in improving reading and writing skills of the Qur'an.

The validation results show that the data obtained in this study can be considered valid and reliable. The tests conducted showed a significant improvement in the skills of reading and writing the Qur'an after the Ali method and the Follow The Line method were applied. Observation and interview data also support these findings, where students and teachers reported an increase in understanding and skills after participating in learning with the applied method.

In addition, the results of this study are in line with the findings of previous studies, which strengthens the validity of the results of this study. For example, the research of Rahman & Sari (2023) shows that repetition-based methods can improve fluency in reading the Qur'an, which is in line with the findings of this study where students experienced a 30% improvement in reading skills after the Ali method was applied. Similarly, Yusuf & Azzahra's (2024) research, which found that the line guide-based method can improve Arabic script writing skills, which is in line with the findings of this study which recorded a 40% increase in the ability to write the Qur'an after the Follow The Line method was applied.

In addition to the test results, observation of the learning process also showed an increase in student activity and confidence. Before the application of the Ali method, many students were hesitant to read the Qur'an because they were afraid of making mistakes in tajwid. However, after several practice sessions with this method, they are more confident in reading because of the repetition exercises that help improve fluency and accuracy of pronunciation.

In the aspect of writing, the Follow The Line method has been proven to help students form Arabic letters better. The results of the final test showed that the students' writing became neater and more proportional compared to the initial test. This is also supported by the teacher's opinion that this method is more effective than the conventional method that only relies on free writing practice without line guidance.

Overall, the validation of the data in this study shows that the Ali method and the Follow The Line method are effective strategies in improving the reading and writing skills of the Qur'an among high school students. With consistent results and supported by previous research, this method can be recommended to be applied in Qur'an learning in other schools to improve students' religious literacy.

CONCLUSION

This study found that Ali's method in reading the Qur'an and the Follow The Line method in writing the Qur'an significantly improved students' Qur'an literacy skills. Data obtained from observations, interviews, and test results showed a significant improvement in the aspects of pronunciation, fluency, and neatness of students' Arabic writing after this method was applied.

Ali's method has proven to be effective in increasing fluency and accuracy in reading the Qur'an because it emphasizes repetition and understanding of the meaning of verses. Students who previously had difficulty reading with tajweed correctly showed improvement after getting guidance through this method.

The results of the analysis show that the Follow The Line method is very helpful for students in improving their Arabic writing skills. This technique allows students to mimic the shape of the letters more accurately, resulting in neater and more proportional writing than before the intervention.

Based on the initial and final tests, there is an increase in the average score of students in reading and writing the Qur'an. The pre-test scores showed that many students had errors in pronunciation and letter writing, while the post-test results showed significant improvements after following the applied learning methods.

Observations in the classroom also revealed that the Ali method and the Follow The Line method increased student engagement in learning. Students are seen to be more enthusiastic and active in participating in learning, especially because this method provides a more practical and interactive approach.

Teachers involved in this study also stated that the methods applied made the teaching process easier. They can more easily correct students' mistakes in reading the Qur'an and provide guidance in writing Arabic letters more systematically.

In addition to improvements in reading and writing technical skills, the study also found that this method increased students' self-confidence. Those who were previously hesitant to read the Qur'an in front of the class became more confident after getting practice with the Ali method.

Another factor that contributes to the success of this method is the consistency in practice and guidance that is carried out regularly. Students who practice with this method more often show faster progress compared to students who are less consistent in participating in practice sessions.

Thus, the main finding of this study is that the Ali and Follow The Line methods not only improve the reading and writing skills of the Qur'an, but also build confidence, increase student participation in the classroom, and provide benefits for teachers in teaching more effectively.

This study provides empirical evidence that the hands-on practice-based learning approach with repetition techniques and visual guidance is very effective in improving the Qur'an literacy skills of high school students. Therefore, this method can be used as a model in learning the Qur'an in various educational institutions.

From an academic perspective, this research contributes to the development of more effective methods of learning to read and write the Qur'an. With empirical evidence that supports the effectiveness of Ali's and Follow The Line's methods, this research can be the basis for further research in the field of Islamic education.

This study also shows that a hands-on, practice-based approach is more effective than conventional methods in improving Qur'anic reading and writing skills. These findings can be a reference for teachers in developing more innovative teaching strategies that are in accordance with the needs of students.

From the perspective of education policy, the results of this research can be used as a reference for schools in developing a more practice-based curriculum in learning the Qur'an. Schools can adopt the Ali and Follow The Line methods as part of the Qur'anic learning strategy in the classroom.

The method applied in this study can also be adapted for religious literacy learning at lower or higher levels of education. Thus, this research has a wide academic impact in improving the quality of Islamic education.

From a social perspective, improving the skills of reading and writing the Qur'an among students can have a positive impact on the school environment and the community. Students who have the ability to read the Qur'an well can be an example for their friends and contribute to religious activities at school.

Improving the skills of writing the Qur'an can also be a capital for students in deepening Islamic studies, such as learning Arabic calligraphy or writing Qur'an verses better. This can open up opportunities for them to participate in religious competitions or develop Islamic art skills.

In addition, the method used in this study can be applied in various non-formal educational environments, such as Islamic boarding schools or tahfiz institutions. Thus, the benefits of this research can be felt by more individuals outside the formal school environment.

Another social contribution is the increase in awareness of the importance of reading and writing the Qur'an among the younger generation. With a more engaging and easy-to-understand approach, students are more encouraged to learn the Qur'an independently outside of school hours.

The results of this study can also help parents in supporting their children in learning the Qur'an. By understanding the effectiveness of the methods used, parents can help their children in practicing reading and writing the Qur'an at home.

Overall, this research not only contributes to the academic world, but also has a far-reaching social impact. With the application of effective methods, it is hoped that the younger generation can be closer to the Qur'an and have better skills in reading and writing holy verses correctly.

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