

## **The Influence Of Visual, Auditory, Kinesthetic (Vak) Learning Models On The Akidah Aklaq Subject Learning Outcomes**

**Jaziela Huwaida**

Universitas Darussalam Gontor, Indonesia  
[jazielahuwaida@unida.gontor.ac.id](mailto:jazielahuwaida@unida.gontor.ac.id)

**Nada mudrikah al khudary**

Karabük Üniversitesi, Türkiye  
[2128227096@ogrenci.karabuk.edu.tr](mailto:2128227096@ogrenci.karabuk.edu.tr)

**Saiful Anwar**

Universitas Darussalam Gontor, Indonesia  
[saifulanwar@unida.gontor.ac.id](mailto:saifulanwar@unida.gontor.ac.id)

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### **Abstract**

Akidah akhlak is a science that studies the beliefs and beliefs that Muslims must believe in because this will shape one's attitude and behavior because moral formation is upheld in Islamic education. In learning Akidah Akhlak material at the Miftahul Jannah Islamic Boarding School, teaching still uses a conventional approach with the lecture method which causes the achievement of learning to not be achieved, so researchers are trying to provide a VAK learning model with Akidah Akhlak material in the Adab chapter in getting along. The purpose of this study was to determine the effect of the Visual, Auditory, Kinesthetic (VAK) Learning Model on Akidah Akhlak Learning Outcomes of Grade 9 Miftahul Jannah Mantingan Islamic Boarding School. This study uses a quantitative approach experimental method Pretest-Posttest Control Group Design with Probability Sampling sampling technique with Simple Random Sampling type. Researchers took samples of learning outcomes from 20 students in each experimental class and control class with a total of 40 students. In the data collection technique, researchers used tests, documentation, and interviews, while in data analysis researchers used SPSS 25 to obtain the results of the Independent test calculation. The results showed that there was an effect of the Visual, Auditory, Kiesthetic (VAK) Learning Model on the Learning Outcomes of Akidah Akhlak Class 9 of Miftahul Jannah Mantingan Islamic Boarding School.

**Keywords:** *Akidah Akhlak; learning outcomes; Visual Audio Kinesthetic learning model (VAK)*

## **A. INTRODUCTION**

As the development process adapts to the individual's physical, mental, and environmental development, education becomes a force for others to master larger information with varying efforts and uneven outcomes. Through education, which directs them to follow their growth, each person must uncover their inherent abilities and suitable dignity.<sup>1</sup> With varying efforts and uneven outcomes, education becomes a factor in helping others learn more, where the development process adapts to the individual's environmental, mental, and physical growth. Through education, which directs them under their growth, each person must uncover their inherent abilities and suitable dignity.<sup>2</sup>

Considering the article before, which states that education is a conscious effort and plan to create a learning atmosphere and all active processes during learning, and provides pathways, levels, and types of education to develop all potentials based on Pancasila and the Constitution through work to create a personality towards a perfect human being under dignity and honor, making the components of education an interconnected and integrated education system, and ensuring that every community has the right to pursue knowledge.<sup>3</sup> Learning objectives, teachers, students, and content/material are only a few of the educational components that are intricately linked in educational activities if they don't work well in one part of the educational element then it may impact the academic result.<sup>4</sup>

The capacity of the instructor to select learning models that successfully involve students in the learning process is directly tied to the process's success. Students can attain the best learning outcomes by the anticipated learning objectives by choosing the appropriate learning model, which can be motivating them to learn actively and cultivate their interest in the subject. The capacity of the instructor to select learning models that successfully involve students in the learning process is directly tied to the process's success. Students can attain the best learning outcomes by the anticipated learning

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<sup>1</sup> Priatiwanti, Desi et al., "Pengertian Pendidikan, Jurnal Pendidikan dan Konseling.", *Jurnal Pendidikan dan Konseling*, vol. 4, no. (6), (2022), p. 7912.

<sup>2</sup> Suryati, Ai et al, "Konsep Ilmu dalam Al-Qur'an: Studi Tafsir Surat Al- Mujadilah Ayat 11 dan Surat Shaad Ayat29", *Jurnal Ilmu Qur'an dan Tafsir*, vol. 4, no. (2) (2019), p. 219.

<sup>3</sup> Nurul Salis Alamin et al, "Konsep Pendidikan Karakter dalam Perspektif Hadits", *Jurnal Pendidikan dan Konseling*, vol. 5, no. 2, p. 2792.

<sup>4</sup> Jaziela Huwaida and Hanif Amrullah, "The Effectiveness of Peer Counseling in Solving Problems Adapting as a Manager of Dormitory in the Pesantren", *Educan : Jurnal Pendidikan Islam*, vol. 6, no. 2 (2022), p. 268.

objectives by choosing the appropriate learning model, which can motivate them to learn actively and cultivate their interest in the subject.<sup>5</sup>

Teachers can interact with students throughout the teaching and learning process. Nevertheless, depending on the procedure and student interaction, not every student comprehends and can master the models, media, or tactics that the teacher teaches. The Visual Auditory Kinesthetic learning model, which aims to promote direct and enjoyable learning with visual memory and seeing—which can easily enhance memory—as well as understanding with emotional ability in education—is one of the active efforts that teachers can make with various model variations. (kinesthetic).<sup>6</sup>

The Visual Auditory Kinesthetic (VAK) learning model is believed to be an effective teaching strategy because it involves many human senses and more easily serves as simple as possible for delivering real material, and practicing it through real actions that allow students to respond quickly.<sup>7</sup>

Currently, many teachers still use less effective and less creative teaching models in their teaching processes, so many teachers still use conventional approaches in their teaching, which results in less holistic delivery to students and an inability to clearly understand the character along with its examples, because the material that the researcher will present is the material of Akidah Akhlaq. In Akidah Akhlaq learning, it involves a conscious and planned effort to prepare students to recognize, understand, appreciate, and believe in Allah SWT, and to implement it in noble moral behavior in daily life through guidance, teaching, training, use of experience, exemplary behavior, and habituation activities.<sup>8</sup>

In the IX grade akidah akhlak material, the learning outcomes include: learning outcomes from the akidah element to enable students to analyze akidah, which consists of iman, Islam, and ihsan, analyze the obligatory, permissible, and impossible attributes for Allah SWT and the Prophet, analyze the asma' al-husna and all the pillars of iman until they have a correct

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<sup>5</sup> Berata, I Wayan, “Paradigma Pengajaran dari Pembelajaran TCL (Teacher Center Learning)Paradigma Pengajaran dari Pembelajaran TCL (Teacher Center Learning)”, *Jurnal Inovasi*, vol. 8, no. 8 (2022), p. 51.

<sup>6</sup> Nuraeni, Fia et al, “Pengaruh Model Pembelajaran Visualization, Auditory, Kinesthetic (VAK) dan Kreativitas Siswa terhadap Hasil Belajar Pendidikan Agama”, *Jurnal Pendidikan Agama Islam*, vol. 7, no. 2 (2022), p. 140.

<sup>7</sup> Agustina, Irma & Hasbi, Gilang, “Penguatan Pendidikan Karakter Siswa melalui Pembeajaran Akidah Akhlakdengan Model Pembelajaran”, *Jurnal Pemikiran Islam*, vol. 23, no. 2 (2022), p. 260.

<sup>8</sup> *Ibid.*

understanding of akidah according to ahlu sunnah wal jama'ah scholars as a foundation and an act of worship.<sup>9</sup>

The learning outcomes of the moral element aim to enable students to understand and habituate themselves to commendable morals in their daily lives, avoid reprehensible morals as a manifestation of their understanding of knowledge, and realize a pious and outstanding character to compete in the modern era. The learning outcomes of the element of etiquette shape students into intelligent, character-driven individuals who can adapt to their environment by habituating themselves to be polite in every activity. The learning achievement of the exemplary story element makes the stories of the companions of the Prophet Muhammad and Sayyidah Khadijah r.a. a model to inspire in living life and facing the challenges of the modern era.<sup>10</sup>

With the characteristics of the Visual, Auditory, Kinesthetic (VAK) learning model, it can achieve the desired learning outcomes by analyzing the pillars of faith and the names of Allah, embodying an exemplary character, and emulating the stories of the companions of the Prophet Muhammad (PBUH) through Visual activities to instill understanding, followed by Auditory activities that involve conversations between teachers and students when the material is not well understood, in the form of questions, and ending with Kinesthetic activities that teach students to discuss and apply examples from the material discussed as a form of understanding of the learned material.

This material aims to nurture and enhance faith manifested in commendable morals, through learning that requires the instillation of knowledge, application, and student experience regarding Islamic Creed and Morals.<sup>11</sup>

In its learning, Visual, Auditory, Kinesthetic (VAK) is a learning model that provides three learning styles. Visual learners observe and describe when acquiring knowledge of Akidah Akhlak material, Auditory learners understand by listening and speaking when the material is not clear, and Kinesthetic learners apply the explained material by discussing examples that occur in daily life and providing experiences through role-playing activities.

The teaching and learning process is currently tedious and less interesting for pupils on several subjects because many teachers still lack imagination and

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<sup>9</sup> Hidayatus. Ratna, *Contoh TP, ATP dan Modul Ajar Kurikulum Merdeka pada Madrasah. Direktorat KSKK Madrasah* (Ditjen Pendidikan Islam Kementrian Agama RI., 2022).

<sup>10</sup> Direktur Jenderal Pendidikan Islam, "Nomor 3211 Tahun 2022 tentang Capaian Pembelajaran Pendidikan Agama Islam dan Bahasa Arab Kurikulum Merdeka pada Madrasah.", *Jakarta: Indonesia*. (2022).

<sup>11</sup> Jannah, Miftahul, "Peran Pembelajaran Akidah Akhlak untuk Menanamkan Nilai Pendidikan Karakter Siswa", *Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, vol. 4, no. 2 (2020), p. 237.

innovation when selecting teaching models or methodologies. Teachers that combine traditional instruction with Teacher-Centered Learning (TCL) lead to passive learning and can improve student engagement and learning results. As a result, the learning objectives are not being met to the best of the learning outcomes.<sup>12</sup>

There are many teaching models frequently used by teachers, one of which is the Visual Auditory Kinesthetic (VAK) learning model, which emphasizes that learning should utilize all the sensory tools available to ensure that students' activities are perfectly fulfilled. It has been explained that the VAK learning model is the utilization of the potential or learning styles possessed by students by continuously honing, training, and developing them to always improve their quality.<sup>13</sup> The Visual, Auditory, Kinesthetic (VAK) learning model can help enhance students' faith and piety towards Allah SWT, which is the main objective in the Akidah Akhlak subject. The Visual, Auditory, Kinesthetic (VAK) learning model can also assist in the application of Akidah and Akhlak concepts in daily life.

## **B. METHODE**

This type of research uses the Pretest-Posttest Control Group Design experimental quantitative method, which is used to determine the effect of the Visual, Auditory, Kinesthetic (VAK) learning model on the learning outcomes of Akidah Akhlak.<sup>14</sup> The way to determine whether there is an effect or not is by comparing the experimental class with the control class. In this experimental research, there are many treatment procedures given that allow for results to be obtained. The research design used is the TrueExperimental Design, specifically the Pretest-Posttest Control Group Design. In the TrueExperimental Design, a key characteristic is that samples are randomly taken for both the control and experimental groups. Within the TrueExperimental Design, there are two designs, one of which is the Pretest-Posttest Control Group Design. This design explains that it consists of two randomly selected groups, each given a pretest to determine the initial

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<sup>12</sup> Mariana, Mirna, "Perbandingan Pendekatan Pembelajaran Teacher Center Learning (TCL) dan Student Center Learning (SCL) terhadap Pemahaman Mata Diklat Peraturan Perundangan Pertambangan", *Jurnal Ilmiah PGSDM Geominerba*, vol. 5, no. 1 (2020), p. 3.

<sup>13</sup> Husni, Muhammad & Hasyim, Muhammad, "Penggunaan Model Pembelajaran VAK (Visual, Auditory, Kinestetik) untuk Meningkatkan Belajar Siswa di MTS Bululawang Malang", *Jurnal Tinta*, vol. 3, no. 2 (2021), p. 10.

<sup>14</sup> P.D. Sugiyono, "Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&d dan Penelitian Pendidikan)", *Metode Penelitian Pendidikan*, vol. 67 (2019).

condition. A good pretest is one where the results between the two groups do not show a significant difference.<sup>15</sup>

The design used will provide a pretest before the treatment and a post-test after the treatment, with the selection of experimental and control groups done randomly. This design is useful for measuring a specific event to see the impact and the treatment effect used to compare values.

### **C. RESULT AND DISCUSSION**

The teaching approach that emphasizes varied sensory modalities to enhance learning is the VAK learning model. (Visual, Auditori, Kinestetik). The principles for selecting the VAK model (Visual, Auditory, Kinesthetic) are: 1) The VAK learning model is a learning model that assumes learning will be effective by using three styles: visual, auditory, and kinesthetic. The VAK learning model focuses on the abilities possessed by students by training and developing them because the VAK model (Visual, Auditory, Kinesthetic) acknowledges that each student has different abilities, thus this model can accommodate the learning styles of each individual. The VAK learning model (Visual, Auditory, Kinesthetic) consists of three learning styles to help students in the learning process, as each individual has different preferences.<sup>16</sup> 2) Learning with the VAK model focuses on direct learning experiences through seeing, listening, and learning through movement and emotions.<sup>17</sup> These three learning modalities were first introduced by Neil Fleming to demonstrate individual preferences in their learning process: visual, auditory, and kinesthetic. Although many of them have three modalities, not many use them simultaneously, whereas the combination of the three can enhance learning abilities.<sup>16</sup> With the VAK (Visual, Auditory, Kinesthetic) learning model, teachers can fulfill three modalities in their teaching process that they want to convey to students. 3) The VAK (Visual, Auditory, Kinesthetic) learning model can create a new atmosphere with three learning styles, making the classroom feel comfortable and not quickly boring.<sup>18</sup> By using all three styles directly in a lesson, the learning process will feel effective and efficient. Effectiveness and efficiency of time are very much needed in the learning process

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<sup>15</sup> Marinu Waruwu, *Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi*, vol. 7 (2023).

<sup>16</sup> Rika Rustianingsih & Ana Fitrotun, "Penerapan Metode Pembelajaran Visualization Auditory Kinestetik (VAK) pada Pembelajaran IPA untuk Mengakomodasi Kesiapan dan Gaya Belajar Siswa Kelas V", *Jurnal Pendidikan Ke-SD-an*, vol. 7, no. 1 (2020), p. 5.

<sup>17</sup> Setyaningsih, Eva, *Pengaruh Remedial Teaching Model Think Talk Write terhadap Hasil Belajar Siswa Read-Write Style pada Konsep Momentum dan Impuls. (skripsi)*.

<sup>18</sup> Nella Agustin et al, *Pendidikan Guru Sekolah Dasar* (Yogyakarta: UAD Press, 2021).

because students will quickly feel bored when they do not find anything new in their learning. Therefore, this model will help teachers in teaching as it consists of three learning styles in sequence.

In this study, the VAK learning model is applied with the subject of moral theology because learning will be more effective with a combination of three styles in training and developing the potential possessed by students, providing direct experience by involving students as much as possible in the process of discovering and understanding a concept through discussion, demonstration, and observation activities. Using three learning styles in a lesson will make it easier for students to establish a model to be more effective.

The researcher used the n-gain test in the initial calculations of the control and experimental classes to determine the comparative results of the pretest and posttest in both the experimental and control classes. Therefore, in the subsequent tests, namely the normality test, homogeneity test, and hypothesis test, the results from the n-gain test were used. The n-gain test was obtained by

$$\text{SCORE POSTTEST} - \text{SCORE PRETEST} = \text{N-GAIN}$$

No	Experiment			Control		
	Pretest	Posttest	Gain Score	Pretest	Posttest	Gain Score
1	44	66	22	55	83	28
2	45	76	31	43	62	19
3	50	80	30	40	45	5
4	40	82	42	40	41	1
5	49	76	27	55	66	11
6	47	71	24	44	67	23
7	46	85	39	40	41	1
8	55	76	21	58	68	10
9	48	78	30	34	50	16
10	54	76	22	48	66	18
11	42	76	34	40	58	18
12	60	84	24	40	55	15
13	56	75	19	45	71	26
14	44	78	34	44	57	13
15	43	61	18	54	79	25
16	40	72	32	49	63	14
17	47	79	32	56	66	10
18	45	53	8	51	65	14
19	45	88	43	40	45	5
20	40	73	33	60	71	11

In the normality test to determine whether a data set is normally distributed or not, the researcher used the N-Gain test results with the experimental class

showing a significance value of  $0.776 > 0.05$  and the control class showing a significance value of  $0.705 > 0.05$ . Therefore, the data is normally distributed and can be seen in the following SPSS 25 calculation results:

### Tests of Normality

\*. This is a lower bound of the true significance.

	kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil	eksperimen	.130	20	.200*	.971	20	.776
	kontrol	.097	20	.200*	.968	20	.705

After conducting the normality test, it is followed by the homogeneity test to determine whether the population variances are the same or not in two or more populations. In this test, the mean value of sig.  $0.576 > 0.05$  indicates that the variable is said to be homogeneous, as can be seen from the test results using SPSS 25 as follows:

### Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
hasil	Based on Mean	.319	1	38	.576
	Based on Median	.187	1	38	.668
	Based on Median and with adjusted df	.187	1	37.168	.668
	Based on trimmed mean	.296	1	38	.590

To determine the effect on the Visual Audio Kinesthetic (VAK) learning model, an Independent T-test was used to analyze the results. The researcher used the Independent T-test because the variables were considered normal and homogeneous in the normality and homogeneity test analyses.



		Independent Samples Test								
		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
hasil	Equal variances assumed	.319	.578	5.415	38	.000	14.100	2.604	8.826	19.971
	Equal variances not assumed			5.415	37.566	.000	14.100	2.604	8.827	19.973

Based on the results of data analysis using the Independent T-test, the sig (2-tailed) value of  $0.000 < 0.05$  indicates that  $H_0$  is rejected and  $H_a$  is accepted, meaning that the Visual, Auditory, Kinesthetic learning model has an effect on the Aqeedah Akhlaq material for 9th-grade students at MTS Miftahul Jannah Mantingan.

#### D. CONCLUSION

Based on the results of the Mann Whitney nonparametric statistical test, it was found that the scores of the experimental class, which was given treatment in the form of the VAK (Visual, Auditory, Kinesthetic) learning model, and the control class, which was not given any treatment and only used the conventional approach, resulted in an Asymp. Sig (2-tailed) of  $0.000 > 0.05$ . This indicates that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted, showing a difference in learning outcomes between the experimental class and the control class. The results indicate that the VAK (Visual, Auditory, Kinesthetic) learning model on the Akidah Akhlak material in the 9th-grade MTS class is effective because the experimental class used the VAK (Visual, Auditory, Kinesthetic) learning model. The increase in students' scores using the VAK (Visual, Auditory, Kinesthetic) learning model on the Akidah Akhlak material is due to the learning experience being enjoyable and the exclusive experiences obtained by students through memory (visual), learning through listening (auditory), and learning through movement (kinesthetic). It can be seen from previous researchers taken by Gevy Wulandari with the title "The Influence of the VAK Model (Visual, Auditory, Kinesthetic) on the Learning Outcomes of Akidah Akhlak Material for Fifth Grade Students at MI Tarbiyatul Islamiyah Tengger Rejotangan Tulungagung." In this study, the average score of the experimental class was 88.9524, which is higher than the average score of the control class, 76.5556, with a t-value of  $7.899 > t\text{-table} (2.02269)$ . Therefore,  $H_0$  is rejected and  $H_a$  is accepted, stating that the VAK model (Visual, Auditory, Kinesthetic) has an influence on the learning outcomes of students in Akidah Akhlak material.

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