

QUANTUM LEARNING APPROACH TO LEARNING QURAN DURING THE COVID-19 PANDEMIC AT SDIT LHI YOGYAKARTA

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ABSTRACT

The Al-Qur'an learning process requires effective approaches and methods, especially during the Covid-19 pandemic. Of course, many problems will be faced in online learning that is not in line with expectations. The quantum learning approach is an alternative solution in learning the Qur'an online during a pandemic. This study aims to elaborate on the process of learning the Koran with a quantum learning approach. This research makes an essential contribution to the development of effective Al-Qur'an learning. This study uses a phenomenological approach with a type of field study that focuses on a quantum learning approach during the Covid-19 pandemic. The data sources of this research were obtained through in-depth interview techniques, participatory observation, and documentation which were processed using Miles and Huberman's interactive model. Based on the study of Al-Qur'an, learning using a quantum learning approach creates an active, innovative, and fun learning process. In the Al-Qur'an learning process, SDIT LHI applies seven stages of learning that are carried out systematically and coordinated, including opening, apperception, concept planting, understanding, skills or exercises, evaluation, and finally closing. The quantum learning approach plays a role in increasing the effectiveness of online Qur'an learning during the Covid-19 pandemic.

Keywords: *Al-Qur'an, Learning, Quantum Learning*

ABSTRAK

Proses pembelajaran Al-Qur'an membutuhkan pendekatan dan metode yang efektif khususnya di masa pandemi Covid-19. Tentu banyak permasalahan yang akan dihadapi dalam pembelajaran daring yang tidak sesuai dengan harapan. Pendekatan quantum learning merupakan solusi alternatif dalam pembelajaran Al-Qur'an daring pada masa pandemic. Tujuan penelitian ini adalah mengelaborasi proses pembelajaran Al-Qur'an dengan pendekatan quantum learning. Penelitian ini memberikan kontribusi penting dalam pengembangan pembelajaran Al-Qur'an yang efektif. Penelitian ini menggunakan pendekatan fenomenologi dengan jenis studi lapangan yang mengambil fokus pendekatan belajar quantum learning pada masa pandemi Covid-19. Sumber data penelitian ini diperoleh melalui tehnik wawancara mendalam, observasi partisipatif dan dokumentasi yang diolah menggunakan model interaktif Miles dan Huberman. Berdasarkan dari penelitian pembelajaran Al-Qur'an dengan menggunakan pendekatan quantum learning adalah terciptanya proses pembelajaran yang aktif, inovatif dan menyenangkan. Dalam proses pembelajaran Al-Qur'an, SDIT LHI menerapkan 7 tahapan pembelajaran yang dilaksanakan secara sistematis dan terkoordinasi, meliputi: pembukaan, apersepsi, penanaman konsep, pemahaman, keterampilan atau latihan, evaluasi, dan terakhir penutup. Pendekatan quantum learning berperan meningkatkan efektifitas pembelajaran Al-Qur'an secara daring pada masa pandemic Covid-19.

Kata kunci: *Al-Quran, Pembelajaran, Quantum Learning.*

A. INTRODUCTIONS

Al-Quran learning that runs optimally will give birth to *the Qur'anic Generation* who can prosper the earth with the Al-Qur'an and save world civilization in the future. The conditions that must be met to be able to give birth to *the Qur'ani Generation* are the existence of a deep understanding of the Al-Qur'an, beginning with being able to read the Qur'an fluently and correctly by predetermined rules.¹ In the process of learning the Al-Qur'an, it is necessary to have an approach in its implementation, with the aim that students can receive the material well and the learning process can run effectively and efficiently. This research was conducted at SDIT LHI, which is one of the favorite Islamic elementary schools that is currently developing because it prioritizes the process of learning the Al-Qur'an and can be successful in instilling an attitude of love for the Qur'an in students.

One approach that has been widely applied in various fields of learning models is the *quantum learning* approach. This approach can bring a fairly good influence on student learning outcomes. One example is the *quantum learning* approach with the TANDUR concept on students' cognitive learning outcomes in computer systems subjects for class X TKJ at SMK Negeri 1 Labang. From the results of statistical tests, there is a significant effect of using the *quantum learning* approach by utilizing the TANDUR concept on student learning outcomes.² From the study results of the effectiveness of using the quantum learning approach to measure students' mathematical abilities, it was stated that the ability to understand mathematical concepts of students who received learning using

¹ Ahmad Rifai, "MEMBACA AL-QURAN Di SDIT IHSANUL AMAL ALABIO" 2, no. 2 (2018): 85–104.

² Evi Arviani, Muchamad Arif, and Puji Rahayu Ningsih, "Pengaruh Model Quantum Learning Dengan Konsep TANDUR Terhadap Hasil Belajar Kognitif Siswa Pada Mata Pelajaran Sistem Komputer Kelas X TKJ Di SMK Negeri 1 Labang," *Jurnal Ilmiah Edutic* 6, no. 1 (2019): 45–51.

the *quantum learning* approach was higher than students who received conventional learning.³

In this study, the learning model using a quantum learning approach provides great benefits. Because in the learning process using a *quantum learning* approach, three main components form a conducive learning environment. The first component is the curriculum which contains the primary material that the teacher will give. The second component is the process, how the subject matter will be taught. The third component is the product, which is a result of the process of learning activities. The curriculum is an important instrument for achieving educational goals and, simultaneously, guidelines in implementing learning at all types and levels of academic units. In formal education, the curriculum is expected to improve student learning outcomes that can be obtained after receiving specific education or training.⁴

The *quantum learning* approach is learning that changes the learning atmosphere to be fun and changes students' natural abilities and talents to be more beneficial for themselves and others. Now almost all countries are experiencing an outbreak in the form of a pandemic due to the emergence of the *Covid-19* virus. This *Covid-19* virus first entered Indonesia, namely on March 2, 2020. With the entry of the *Covid-19* virus, the education system must look for innovation so that teaching and learning activities, including learning the Al-Qur'an in schools, can continue. Moreover, with the circular letter from the Minister of Education and Culture number 4 of 2020, namely the teaching and learning process in educational institutions must be carried out by complying with health protocols, and the entire process of teaching and learning activities must be carried out through the online system from their respective homes.⁵ Thus, various online

³ Ira Vahlia Satrio Wicaksono Sudarman, "Efektifitas Penggunaan Metode Pembelajaran Quantum Learning Terhadap Kemampuan Pemahaman Konsep Matematis Mahasiswa," *Jurnal Pendidikan Matematika* 9, no. August (2016): 10.

⁴ Nurul Afifah, Stain Jurai, and Siwo Metro, "Pendekatan Humanistik Dalam Pengembangan Kurikulum Dan Pembelajaran Fiqih" (2008).

⁵ Wahyu Aji Fatma Dewi, "Dampak COVID-19 Terhadap Implementasi Pembelajaran Daring Di Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan* 2, no. 1 (2020): 55–61.

learning methods must be prepared to be applied so that the learning process can continue to run effectively, one of which is the Al-Qur'an learning process.

Quantum learning is one of the learning approaches that can be used to make it easier for teachers to convey material and make it easier for students to accept learning materials that are difficult for students to understand.⁶ A teacher must try to understand and have the ability to apply approaches and methods of learning strategies that are relevant to students. The use of a *quantum learning* approach is expected to attract students' interest in learning the Al-Qur'an so that learning can run effectively and fun by the principles of active, innovative, creative, practical, and fun learning (PAIKEM). PAIKEM is a learning approach that allows students to carry out a variety of activities to develop their abilities, skills, and understanding, emphasizing students learning while working. At the same time, teachers use various sources and learning aids (including the use of the environment) to achieve learning. More interesting, effective, and fun.⁷

As described by Bobby De Porter and Mike Hernacki, cited by Hamruni in their book entitled *Edutainment-Based Learning*, the quantum learning approach is a learning process that combines three elements, namely, academic skills, physical achievement, and life skills. In the practice of *quantum learning*, *learning* also combines *suggestology*, which is an accelerated technique in learning and *neurolinguistics*, using certain belief theories and methods that are believed to produce an explosion of achievement in education. The basic concept in the *quantum learning* approach is that learning activities must be fun and take place in a happy atmosphere

⁶ Putri Wulanditya, "Quantum Learning: Experiment To Increase Learning Outcomes," *Journal of Accounting and Business Education* 1, no. 4 (2016).

⁷ Rahmathias Jusuf, "Pendidikan Multikultural Dan Pendekatan Quantum Dalam Pembelajaran Oleh Email: Rahmathiasjusuf@gmail.Com Abstract Pendidikan Memberikan Ruang Pada Budaya Untuk Mengembangkan Dan Melestarikan Serta Memperjelas Proposisi Esensialnya Sebagai Bagian Yang Mel," *IQRA* 10 (2016): 276.

so that the entrance to receive new information will be easy and well-received.⁸

Based on the description above, learning the Koran during a pandemic requires an effective approach so that learning can run as expected. The author has researched SDIT LHI Yogyakarta in online Al-Qur'an learning activities. How are the results of the Al-Qur'an learning process using a *quantum learning* approach, and how is the implementation process of Al-Qur'an *learning* using a *quantum learning* approach. With this research, it is hoped that later it can become a reference for actors in the world of education to apply to learn using a *quantum learning* approach more optimally so that the objectives of learning can be achieved effectively and efficiently during the *COVID-19* pandemic.

B. RESEARCH METHODS

This research uses the type of field study. This type is selected and used to obtain more substantive findings in accordance with field conditions and research focus, which are abstracted as formal findings and are expected to be able to build a theory inductively.⁹ In observing the results of the virtual learning process, the researcher is only participative. The data collected is as it is and is relevant, and its validity is guaranteed.

Data were obtained from subjects selected by purposive sampling and snowball sampling through three data collection techniques: interviews, participatory observation, and documentation. The researcher conducted interviews with several teachers who teach the Al-Qur'an at every level and several students who have both high and low abilities. Researchers conducted participatory observations in learning activities, only observed the ongoing learning process, and did not provide suggestions and input to teachers and students. Researchers document all learning activities from the beginning to the end and the stages applied in

⁸ Hamruni, *Pembelajaran Berbasis Edutainment (Landasan Teoridan Metode-Metode Pembelajaran Aktif-Menyenangkan PAIKEM)*, ed. Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga (Yogyakarta, 2013).

⁹ Mudjia Rahardjo, "Paradigma Interpretif," *Jurnal Penelitian Sejarah Dan Budaya* 4, no. 1 (2018): 1032–1047.

learning. Informants in this study understand and experience and appoint other people who are rich in the source of the data in question.¹⁰

The data series collected is then processed and analyzed using an interactive data processing model, as Miles and Huberman stated, namely, data collection, data presentation, data reduction, and concluding.¹¹ The data is also processed and verified using triangulation techniques, namely by combining or combining various methods used to examine phenomena that occur and are interrelated from several different points of view and perspectives to then be compared between data sources, techniques and time.¹²

C. RESEARCH FINDINGS

The *quantum learning* approach applied in the Al-Qur'an learning process at SDIT LHI Yogyakarta is integrated into three main activities: learning planning, learning process, and learning evaluation. These three processes are cycles of activities that run in stages and must always be carried out sequentially with the aim that the learning process can run optimally (Figure 1).

¹⁰ W Mantja, *Etnografi Desain Penelitian Kualitatif Dan Manajemen Pendidikan*, ed. Wineka Media (Malang, 2003).

¹¹ Matthew B Miles and A Michael Huberman, "Qualitative Data Analysis: A Methods Sourcebook" (2014): 408.

¹² Saripah Anum Harahap, Dimiyati Dimiyati, and Edi Purwanta, "Problematika Pembelajaran Daring Dan Luring Anak Usia Dini Bagi Guru Dan Orang Tua Di Masa Pandemi Covid 19," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (2021): 1825–1836.

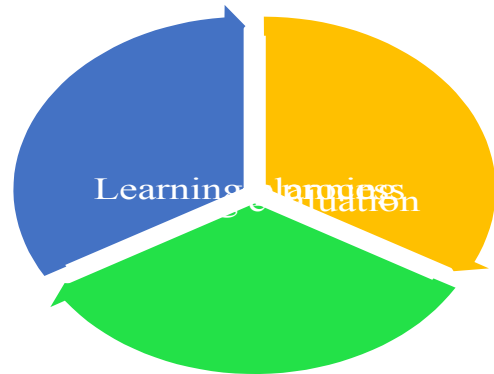


Figure 1. Learning process at SDIT LHI Yogyakarta

The Al-Quran learning planning process with a quantum learning approach. The teacher in charge of Al-Qur'an learning at SDIT LHI Yogyakarta has compiled a set of Al-Qur'an learning in the form of learning targets and syllabus development and learning targets in the semester program (Prosem). The Al-Qur'an learning semester program in the Al-Qur'an learning implementation plan uses an effective day/week calculation of the learning calendar made by the school. Planning the learning process is a series that must be prepared systematically in a learning process, the use of learning media or tools, the use of approaches and methods in teaching.¹³ The process of Al-Qur'an learning activities carried out by teachers at SDIT LHI Yogyakarta has met the learning requirements: planning, using media tools in virtual learning, using the *Quantum Learning* learning method approach, and using the ummi method very helpful in delivering the material which has been made. The ummi method is one of the methods used in the process of learning the Al-Qur'an in an easy, fun and touching way.

During the *Covid-19* pandemic, learning activities, if carried out face-to-face, will cause a lot of harm. Therefore learning activities are carried out virtually through the zoom *meeting* application to prevent virus transmission. As in Law No. 20 of 2003 concerning the National Learning System (Sisdiknas), it can be interpreted by Distance Learning (PPJ) as learning in which students are separated

¹³ M. Nadzir, "Perencanaan Pembelajaran Berbasis Karakter," *Jurnal Pendidikan Agama Islam* 02, no. 02 (2013): 339–352.

from educators and education uses various learning resources through communication technology data and other media.¹⁴ However, the learning activities are by what has been stated by Mujamil Qomar that a good learning process is with the planning of achievement targets and a set of learning structures which are then developed in the syllabus for each semester.¹⁵

In applying the *quantum* learning model approach, the Al-Qur'an teacher at SDIT LHI Yogyakarta uses the TANDUR concept in its application. The TANDUR concept stands for: Grow, Experience, Name, Demonstrate, Repeat and Celebrate. According to Sugiiyanto, they quoted in the Scientific Journal of Edutic / Vol.6, No. 1, November 2019 Evi Arfiani et al., applying the tandur framework can bring students more interested and interested in participating in learning. This framework can make students experience learning, practice, and create the content of lessons real for students. Using the TANDUR concept makes it easier to apply it in learning the Al-Qur'an using a *quantum learning* approach by the teacher in the learning process.¹⁶

In learning the Al-Qur'an, which is carried out online, of course, there are several obstacles or obstacles in implementation, including network constraints which are sometimes unstable experienced by teachers and students. Control over students is sometimes less than optimal. However, the Al-Qur'an learning process is expected to continue with the seven stages in the learning process above, which are then combined with a *quantum learning* approach and develop a learning curriculum.¹⁷

¹⁴ Kurniawan Arizona, Zainal Abidin, and Rumansyah Rumansyah, "Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar Di Tengah Pandemi Covid-19," *Jurnal Ilmiah Profesi Pendidikan* 5, no. 1 (2020): 64–70.

¹⁵ Yusuf, M. (1982). Pengantar ilmu pendidikan. *Jakarta: Ghalia Indonesia*.

¹⁶ Arviani, Arif, and Ningsih, "Pengaruh Model Quantum Learning Dengan Konsep TANDUR Terhadap Hasil Belajar Kognitif Siswa Pada Mata Pelajaran Sistem Komputer Kelas X TKJ Di SMK Negeri 1 Labang."

¹⁷ Rofiq Faudy Akbar, "Metode Contextual Teaching and Learning Untuk Pengembangan Pembelajaran Pai," *Edukasia : Jurnal Penelitian Pendidikan Islam* 10, no. 2 (2015): 211–228.

The learning curriculum developed using a *quantum learning approach* is one of the efforts to overcome some of the above problems. As expected, teachers can use various ways to increase student interest in learning the Al-Qur'an and apply a learning method and strategy in learning that is right for students. Students so that students can learn effectively and be fun.¹⁸

The success of the Al-Qur'an learning process carried out with a *quantum learning* approach can not be separated from the assessment of the learning process. The assessment process is in line with Muhaimin's opinion that the evaluation of students should not be focused on purely cognitive assessments but should be further assessed into the affective domain.¹⁹ Thus, it is hoped that learning the Al-Qur'an using a quantum learning approach during this pandemic is one of the efforts so that learning can run effectively.

The learning process that uses the *quantum learning* approach above is the Minister of Education and Culture no. 22 of 2016 related to primary and secondary education process standards, including learning planning, learning implementation, and learning assessment. The three stages of the learning process are also in line with the learning process proclaimed by Mulyasa, namely, planning the learning process, implementing the learning process, and then evaluating the learning process.²⁰ In implementing the learning process using *quantum learning*, the teacher seeks to allow students to be active and communicative by constantly communicating or asking questions between teachers and students.

There are seven stages in the process of learning the Al-Qur'an with approach learning model *Quantum Learning* that do by teachers in SDIT LHI Yogyakarta, stages in the learning of the Al-Qur'an are the steps that apply when teachers teach the Al-Qur'an and must be run in each teaching and learning process, the stages in learning the Al-Qur'an

¹⁸ Satrio Wicaksono Sudarman, "Efektifitas Penggunaan Metode Pembelajaran Quantum Learning Terhadap Kemampuan Pemahaman Konsep Matematis Mahasiswa."

¹⁹ Muhammad Irsad, "PENGEMBANGAN KURIKULUM PENDIDIKAN AGAMA ISLAM DI MADRASAH (Studi Atas Pemikiran Muhaimin)" 2, no. 1 (2016): 230–268.

²⁰ E Mulyasa, *Manajemen Berbasis Sekolah Konsep Strategi & Implikasinya*, ed. PT Remaja Rosda Karya (Bandung, 2002).

must be used sequentially according to the hierarchy even though the learning process is carried out online, here are the steps in learning (Figure 2).

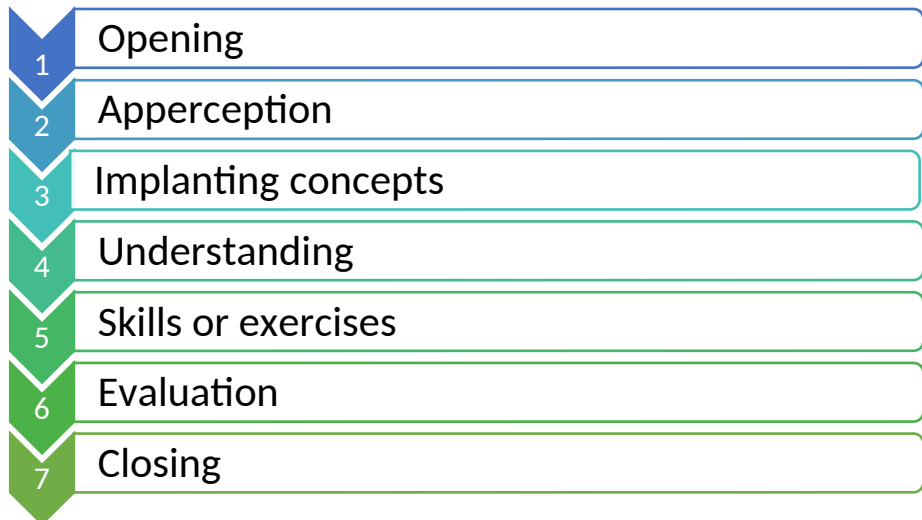


Figure 2. The stages in learning the Al-Qur'an

The opening is an activity of conditioning students to be ready to learn, then continued with greetings and then reading the opening prayer of understanding the Al-Qur'an together with enthusiasm. A teacher conducts a questioning activity and then interspersed with several slogans and yells to raise students' enthusiasm for learning, hoping that the learning process can run well and the spirit of education is high.²¹

Apperception is a repetition activity about the material delivered the previous day so that students can remember it again and be associated with the material produced today. Here the teacher invites children to actively remember the material that has been delivered so that it is easier for children to accept the material to be given by asking one by one at random what learning materials have been provided the previous day.²²

²¹ Delfi Fajriani, "Implementasi Metode Ummi Untuk Meningkatkan," *Journal Pendidikan Islam Indonesia* 3, no. April (2019): 179–187.

²² Ibid.

Concept planting is a process of explaining the material or subject matter that is the target of learning to be taught today. The teacher explains the material slowly and repeatedly, hoping that students can find out the primary material presented with aids or learning tools.²³

Comprehension is an effort process to understand the concepts that have been conveyed to students by training children to read examples of sentences written under the main subject. The activities carried out by the teacher are repeating the learning material until students can understand and practice the material well and ask randomly so that students are also active in this understanding learning activity.²⁴

Skills or exercises are a process to facilitate students' reading abilities by repeating examples or exercises on the subject page or exercise page. The teacher immediately practiced then the students followed it. This activity is carried out with teaching aids displayed by the teacher. If it is felt that students have started to be skilled in speaking or reading, then proceed to the following process.²⁵

Evaluation is a process of observation, and an assessment carried out by teachers through achievement books on the ability and quality of reading children one by one. The teacher asks the child to read and pay attention to the student's reading carefully and immediately corrects an error reading. In this process, the teacher gives an assessment and provides appreciation and motivation to students who finish reading to remain enthusiastic in learning to read the Al-Qur'an.²⁶

²³ Salim Saputra, "Implementasi Pembelajaran Alquran Metode Ummi Di Sd Muhammadiyah Asean Batam Implementation of Learning Alquran Ummi Method in Sd Muhammadiyah Asean Batam" 8, no. 3 (2019): 527–540.

²⁴ Sa'diyah, "Implementasi Metode Ummi Dalam Meningkatkan Kemampuan Membaca Alquran (Studi Kasus Di SD Islam Asih Auladi Depok Jawa Barat)," *Tarbiyah wa Ta'lim* 8, no. 2 (2021): 92–103.

²⁵ Belajar Peserta et al., "Olga Novita, Zulhaini, Ikrima Mailani-Efektivitas Penerapan Metode UMMI Terhadap Hasil Belajar Peserta Didik Pada Mata Pelajaran Al-Qur'an Di SD Islam Aqzia Teluk Kuantan-JOM FTK UNIKS, 2019.Pdf" (2019): 121–127.

²⁶ Fachri Fachrudin Mukhlis Ridwanulloh, Rahendra Maya, "Prosiding Al Hidayah Pendidikan Agama Islam KEMAMPUAN MEMBACA AL- QUR ' AN SISWA KELAS VII DI SMPIT KAIFA CIOMAS BOGOR TAHUN AJARAN 2019 / 2020¹Mahasiswa Prodi Pendidikan Agama Islam STAI Al Hidayah Bogor Dosen Prodi

Closing is the process of conditioning the child to remain orderly again, then continued by reading the closing prayer and ending with the closing greeting by the teacher. In this closing activity, a teacher closes and conveys several moral messages so that students continue to be enthusiastic about studying at home and reading the Al-Qur'an independently or under parental supervision.²⁷

In the implementation of Al-Quran learning, the assessment or evaluation process is carried out using two ways, namely by authentic assessment and direct control assessment. Authentic assessment is an assessment in oral and written form that is carried out at the end of learning, *middle* semester, and future of semester exams which aims to determine the ability of students to read the Al-Quran. At the same time, the direct control assessment is an assessment intended to determine students' attitudes and behavior during the learning process, including in terms of their habits in participating in the virtual Al-Quran learning process.²⁸

Apart from the online-based evaluation and learning process, Al-Quran lesson teachers are often faced with pursuing demands, namely the completion of the syllabus content that has been designed within a specific time so that it does not care whether each student has mastered the expected competencies in one learning session or not. Not entirely.²⁹ However, in the process of evaluating Al-Quran learning at SDIT LHI Yogyakarta, it prioritizes communication between teachers and students' guardians. It always holds discussions in the middle of each semester. Both of them synergize in realizing effective Al-Quran learning. Parents are asked to continue to monitor students so that they constantly hone skills in practicing Al-Quran reading independently at home.

Pendidikan Agama Islam STAI Al Hidayah," no. c (2020): 63–71.

²⁷ Didik Hermawan, "PENERAPAN METODE UMMI DALAM PEMBELAJARAN AL-QUR'AN Didik," *PROFETIKA, Jurnal Studi Islam*, , No.1 Juni 2018: 27 - 35 19 (2018): 27–35.

²⁸ Zainal Arifin, "Pendidikan Islam Multikultural Upaya Menumbuhkan Kesadaran Multikultural," *Al-Insyiroh: Jurnal Studi Keislaman* 2, no. 1 (2018): 38–56.

²⁹ Hamdanah Said, "PENGEMBANGAN MODEL PEMBELAJARAN VIRTUAL UNTUK MENINGKATKAN EFEKTIVITAS PEMBELAJARAN PADA MADRASAH NEGERI DI KOTA PAREPARE," *LENTERA PENDIDIKAN* 17, no. 1 (2014): 18–33.

If the above happens, namely the teacher who is always expected to complete the syllabus contents within a specific time, then the students who will be the victims will be slow learners. In this regard, Sailing Wen said: I do not view a class consisting of all intelligent students and stupid students, or students who have good results and students who have dire consequences. In the classroom, there are only students who are faster and slower in learning. Some students need six months to master the material that their friends have learned in just three months.³⁰ The existence of discussions between Al-Quran teaching teachers and their guardians in each *middle* semester is expected to provide information related to the achievements of students in learning the Al-Quran and as an evaluation for Al-Qur'an teachers on the ongoing learning process.

Through the virtual learning model, students can repeat learning activities according to the abilities and progress of each student in reading the Al-Qur'an. After the learning process is complete, students can read the Al-Qur'an independently in everyday life to hone their skills in reading the Al-Qur'an. Students who are diligent and diligent in honing their skills in reading the Al-Qur'an will become skilled faster than students who do not want to hone their skills in reading the Al-Qur'an independently. Thus, it is hoped that all students can arrive at the same finish line. That is, all students have the same competence.³¹

D. CONCLUSION

To all parties in learning the Qur'an during a pandemic, an effective approach is needed so that learning can run as expected. As was done at SDIT LHI Yogyakarta, learning the Qur'an uses very good planning. Al-Qur'an learning planning is then carried out in the learning process using seven stages that must be passed sequentially, namely opening, apperception, planting concepts, understanding, skills or exercises, evaluation, and finally, closing. In addition,

³⁰ Ibid.

³¹ Tatang Hidayat, "MODEL PENGEMBANGAN KURIKULUM TYLER DAN IMPLIKASINYA DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SEKOLAH," *Sustainability (Switzerland)* 11, no. 1 (2019): 1–14.

learning evaluation efforts are always carried out to find out the steps that must be taken in the next learning process. In the process of learning the Qur'an, the teacher uses a quantum learning approach to attract students' interest in learning. Teachers always try to plan the learning process, organize, implement, and evaluate learning. teachers always use good communication to synergize online or virtual knowledge with the aim that the learning process can run effectively, efficiently, and fun. the evaluation process carried out during the online learning period by the teacher is by making direct observations during the learning process and then providing an assessment of students. The teacher also always communicates with the students' guardians to remind students to hone their skills in practicing reading the Al-Quran independently at home so that they can read well and get good grades.

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