

**Implementation of reading board media to improve early reading skills:
an action research study in 1st grade at SD Negeri 47/IV Kota Jambi**

Olivia Indah Lestari*, Ugi Nugraha, Atri Widowati

*Jambi University, Jl. Jambi – Muara Bulian No.KM. 15, Muaro Jambi, Jambi, 36122, Indonesia
Oliviaindah000@gmail.com**

Abstract: *This study examines the effectiveness of reading board media in improving first graders' reading abilities. Using Classroom Action Research, the research was conducted in two cycles. Data were collected through observations, reading tests, interviews, and documentation, then analyzed qualitatively and quantitatively. Results indicate significant improvement in students' reading skills. The first cycle increased students' interest and participation, while the second cycle enhanced fluency in reading words and simple sentences. In addition, the results in the pre-cycle stage, only 25% of students were able to read simple words or sentences, while 20% had difficulty recognizing letter symbols. After the first cycle, 30% of students were able to read simple sentences, and the percentage of students who could not recognize letters dropped to 10%. In the second cycle, 45% of students were able to read simple sentences fluently, and all students were able to recognize letter symbols and form words.*

Keywords: *Early Reading; Reading Board Media; Basic Literacy; Interactive Learning*

Introduction

Primary education serves as the fundamental foundation for developing students' literacy skills. One of the essential competencies to be mastered at this stage is early reading ability (Cahyani et al., 2023). Strong reading skills not only influence students' academic achievement but also their cognitive and social development. Unfortunately, various studies and educational reports indicate that many elementary school students, particularly in the early grades, struggle to develop their reading skills. Factors such as the lack of engaging learning media, limited teaching methods, and minimal student involvement in the learning process are among the main causes of low early reading proficiency (Mayangsari, 2022). Early literacy is a crucial predictor of later academic success, making effective teaching strategies essential in primary education (Kennedy et al., 2012)

Based on initial observations at SD Negeri 47/IV Kota Jambi, many first-grade students struggled with recognizing letters and forming simple words. Teachers also reported low student motivation in reading activities, as they often had difficulty following lessons delivered through conventional methods. This underscores the need for a more engaging and interactive learning strategy to enhance early reading skills. Interviews with teachers revealed that reading instruction primarily relied on repetitive drills for letter recognition, causing students to lose interest. Additionally, classroom observations indicated that students were mostly passive learners with minimal participation in reading activities.

In an effort to improve students' basic literacy, various strategies have been implemented in schools. One approach proven to be effective is the use of visual and interactive learning media (Amelia et al., 2025). A lack of access to engaging reading materials

significantly contributes to early literacy challenges in young learners (Mutandagai et al., 2024). Well-designed learning media can enhance students' motivation to learn and help them grasp reading concepts more easily. However, many elementary schools still face limitations in utilizing innovative media. Conventional methods that emphasize memorization and one-way learning often fail to engage students, thereby hindering the development of their reading skills (Yusri et al., 2024).

Several studies have explored the role of interactive media in literacy learning. For example, Rena et al. (2023) found that e-flashcards improved early reading skills in preschool children, while Rojas. (2024) demonstrated that the Big Book method enhanced vocabulary recognition in first graders. However, research on reading board media specifically designed for systematic letter and word recognition in the context of Indonesian elementary schools remains limited. This study fills that gap by investigating the effectiveness of reading board media as an alternative instructional tool for first-grade students, particularly in a real classroom setting.

The reading board media is an alternative that can be implemented in early reading instruction. This medium allows students to recognize letters, syllables, and words more systematically through a visual approach and hands-on experience (Susilo, 2015). By fostering interaction between students and learning media, the learning process becomes more engaging and less monotonous. Interactive literacy tools provide essential scaffolding for young learners, enabling them to develop foundational reading skills with greater ease (Terrel & Watson, 2018). Media-based approaches, such as reading boards, can enhance students' comprehension of reading concepts, especially for those who struggle with conventional reading methods (Mais, 2016).

Furthermore, reading board media supports the principle of active learning, where students become the subjects of their own learning process. By directly involving students in reading activities, they not only grasp the material better but also build confidence in exploring their literacy skills (Cynthia & Sihotang, 2023). Teachers play the role of facilitators, guiding students to effectively use this medium. However, many teachers are still unfamiliar with optimizing the use of visual-based learning media in the classroom, limiting its effectiveness.

The Kurikulum Merdeka, implemented in various elementary schools across Indonesia, provides room for innovation in teaching. One of the key aspects emphasized in this curriculum is the flexibility of teaching methods, including the use of more diverse learning media (Farhana, 2023). This aligns with the primary goal of using reading board media—to provide a more interactive learning experience tailored to students' needs. However, the implementation of the Kurikulum Merdeka in the field still faces various challenges, particularly concerning teacher preparedness and the availability of supporting facilities.

Classroom action research (CAR) is an appropriate approach for evaluating the effectiveness of reading board media in improving students' early reading skills. Through CAR, teachers can continuously reflect and improve their teaching methods. The cyclic nature of CAR allows for adjustments in teaching strategies based on evaluation results at each stage (Wijayanto et al., 2020). Thus, this study not only aims to assess the effectiveness of reading

board media but also provides insights for educators in developing more innovative and adaptive methods to meet students' needs.

In the context of elementary education, the use of reading board media can be a practical solution to increase students' reading interest. When students are given the opportunity to learn through more enjoyable methods, they tend to be more motivated to explore the material being taught (Martir et al., 2024). Early reading instruction should not only focus on mechanical aspects but also consider learning experiences that foster long-term reading skills. However, several challenges must be addressed in implementing reading board media. One of them is teachers' readiness to design and use this medium effectively. Not all teachers have experience in developing engaging learning media suited to students' developmental levels. Therefore, training programs are necessary to help teachers optimize the use of reading board media in early reading instruction.

Apart from the teacher factor, parental involvement also plays a crucial role in enhancing the effectiveness of early reading instruction (Qisthiyah et al., 2024). Support from home is essential for students to continue practicing reading beyond school hours. Unfortunately, many parents lack an understanding of how to support their children's reading development. Thus, stronger collaboration between schools and parents is needed to ensure that early reading instruction is more effective and sustainable.

Beyond teaching and parental involvement challenges, limitations in school infrastructure and resources must also be considered. Not all schools have adequate facilities to support media-based learning. Therefore, educational policies that promote the provision of more innovative learning resources are essential to improving students' literacy quality from an early age. Considering the various challenges and opportunities, this study aims to analyze the effectiveness of reading board media in enhancing elementary school students' early reading skills. Additionally, through the CAR approach, this research will identify challenges encountered in implementing this medium and explore strategies to overcome them. The findings of this study are expected to contribute to the development of more effective and innovative teaching methods.

This research is grounded in real issues observed in the field rather than mere assumptions, ensuring that the proposed solutions are relevant to the actual conditions of the school and students' needs. This study aims to evaluate the effectiveness of reading board media in enhancing the early reading skills of first-grade students at SD Negeri 47/IV Kota Jambi. Specifically, it seeks to measure the improvement in students' reading abilities across two intervention cycles and identify both challenges and opportunities in implementing this media in classroom settings.

Based on the study's findings, it is recommended that schools adopt reading board media as a standard instructional tool for early literacy learning. Additionally, teacher training programs should be developed to equip educators with the necessary skills to implement this media effectively in the classroom. Furthermore, collaboration with parents should be strengthened to encourage the use of reading board activities at home, reinforcing students' reading skills beyond school hours.

Method

This study employs the Classroom Action Research (CAR) method following the Kemmis & McTaggart model, which consists of four stages in each cycle: planning, implementation, observation, and reflection. The simplified flowchart of the research process is as follows:

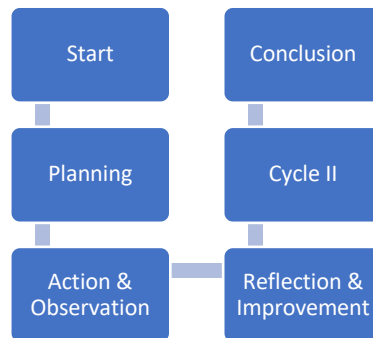


Figure 1. kemmis & McTaggart model chart

The research is conducted in two cycles to evaluate the effectiveness of reading board media in improving early reading skills among first-grade elementary school students. The Kemmis & McTaggart model of Classroom Action Research (CAR) is advantageous because of its cyclical and flexible process, allowing continuous improvements through planning, action, observation, and reflection (Thamrin, 2011). This model is also practical and teacher-centered, enabling educators to systematically identify problems, implement interventions, and refine teaching strategies based on real classroom data (Kennedy et al, 2020).

The study was conducted at SD Negeri 47/IV Kota Jambi, involving 20 first-grade students as research subjects. Participants were selected based on the need for improved early literacy instruction. The study also included a classroom teacher as a facilitator in implementing the reading board media.

Data for this study were collected through observations, reading skill tests, interviews, and documentation, using specific research instruments to ensure validity and reliability. Observations were conducted to assess students' engagement, participation, and responsiveness before and after implementing the reading board media. Reading skill tests were administered at three stages—pre-cycle, Cycle I, and Cycle II—to measure students' progress in recognizing letters, forming words, and reading simple sentences. Interviews with teachers and students provided qualitative insights into the effectiveness of the reading board media, while documentation, including lesson plans, student worksheets, and classroom activity records, supported data validation.

The research instruments included observation sheets, reading skill tests, interview guidelines, and documentation to ensure valid and reliable data collection. Observations assessed student engagement, reading tests measured progress in literacy skills, interviews gathered insights from teachers and students, and documentation, including lesson plans, student worksheets, and classroom activity records, supported data validation.

Data were analyzed using both qualitative and quantitative approaches. The qualitative data from observations and interviews were examined using Miles & Huberman's interactive model, which consists of three main steps: data reduction, data display, and conclusion drawing. Data reduction involved selecting and organizing relevant information from observations and interviews. Data display referred to presenting the processed information

in an organized manner to facilitate interpretation, while conclusion drawing focused on identifying patterns and key findings regarding students' engagement and the effectiveness of reading board media. The quantitative data from reading skill tests were analyzed using percentage-based calculations to measure students' reading proficiency improvement. The following formula was applied:

$$P = \frac{X}{N} \times 100\%$$

where P represents the percentage of improvement, X denotes the number of students achieving a specific reading level, and N is the total number of students. This formula was used to compare students' reading performance before and after each intervention cycle, ensuring an objective assessment of the effectiveness of reading board media.

Results and Discussion

Before implementing the reading board media, an initial test was conducted to assess the early reading abilities of first-grade students at SD Negeri 47/IV Kota Jambi. The results indicated that most students struggled with reading simple words. Among the 20 students, 4 students (20%) had difficulty recognizing letter symbols fluently, while 5 students (25%) could identify words with the same initial letter but were not yet fluent. Additionally, 6 students (30%) were able to connect words but faced challenges in maintaining consistency, and 5 students (25%) successfully read simple words or sentences. Observations further revealed that students lacked motivation when engaging in reading lessons using conventional methods. They appeared less interested, and their learning progress was hindered by a lack of interactive and stimulating reading activities. This situation shows that conventional methods were less effective in engaging students, making it necessary to introduce interactive media that actively involves students in the learning process. These findings highlight the necessity of adopting a more engaging approach, such as utilizing reading board media, to enhance students' reading skills.

Table 1. Pre-Cycle Reading Ability Test Results

Reading Ability Category	Number of Students	Percentage
Unable to name letter symbols	4	20%
Able to name words with the same initial letter	5	25%
Able to connect words	6	30%
Able to read simple words or sentences	5	25%
Total	20	100%

In addition, interviews with class teachers revealed that the methods used previously focused more on memorizing letters and syllables without an interactive approach. This resulted in low student interest in learning to read. Based on these conditions, this study was conducted to test the effectiveness of reading board media in improving students' early reading skills..

In the first cycle, the implementation of the reading board media was carried out in early reading instruction. The teacher introduced this medium through demonstrations and provided students with opportunities to practice in groups. The learning process became more interactive, and students began to show greater interest in learning to read. Students

showed greater enthusiasm compared to the pre-cycle stage, as they found the hands-on nature of the media engaging and enjoyable

The evaluation results indicated an improvement in students' reading abilities. Out of a total of 20 students, 2 students (10%) were unable to fluently recognize letter symbols, 4 students (20%) could recognize words with the same initial letter but were not yet fluent, 8 students (40%) were able to connect words, and 6 students (30%) could read simple words or sentences. Although there was an improvement compared to the pre-cycle stage, some students still struggled with reading syllables continuously. Therefore, a reflection was conducted to enhance the effectiveness of the reading board media in the next cycle.

Table 2. Results of Cycle I Reading Ability Test

Reading Ability Category	Number of Students	Percentage
Unable to name letter symbols	2	10%
Able to name words with the same initial letter	4	20%
Able to connect words	8	40%
Able to read simple words or sentences	6	30%
Total	20	100%

In the second cycle, several strategic improvements were made, including increasing the intensity of reading practice with the reading board and providing more intensive guidance for students who faced difficulties. Although progress was observed, some students still hesitated when reading connected words, suggesting that additional structured practice was necessary. The teacher also introduced variations in exercises by using more familiar words to help students better grasp reading concepts. The approach in Cycle II emphasized reinforcing fluency through repeated exposure and guided reading exercises

The test results in Cycle II showed a significant improvement. No students remained at the level of only recognizing letter symbols, 3 students (15%) were able to recognize words with the same initial letter but were not yet fluent, 8 students (40%) could connect words, and 9 students (45%) could read simple words or sentences. Observations during the learning process also indicated that students were more enthusiastic about using the reading board, and most of them were able to recognize and combine syllables more effectively.

Table 3. Results of Cycle II Reading Ability Test

Reading Ability Category	Number of Students	Percentage
Unable to name letter symbols	0	0%
Able to name words with the same initial letter	3	15%
Able to connect words	8	40%
Able to read simple words or sentences	9	45%
Total	20	100%

Based on the results of both cycles, it can be concluded that the use of the reading board media is effective in improving early reading skills among first-grade elementary school students. The improvement occurred in both reading skills and students' learning interest.

Given these results, the reading board media can be recommended as an innovative method for early reading instruction in elementary schools. The comparison of early reading test results from the pre-cycle, Cycle I, and Cycle II is illustrated in the following figure.

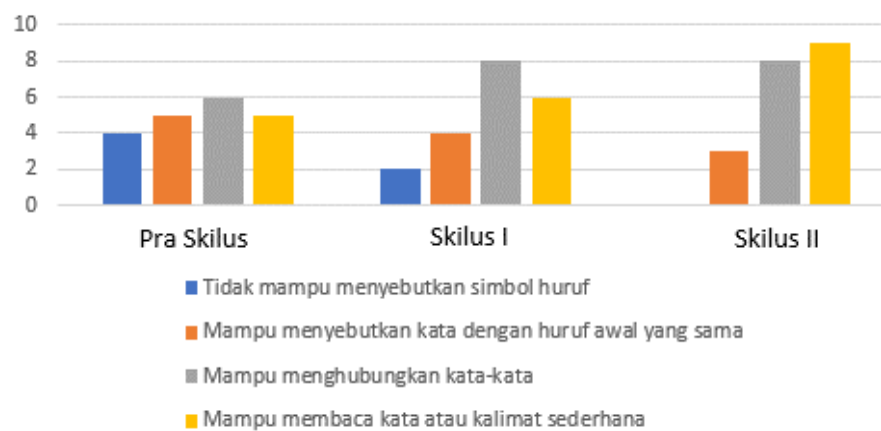


Figure 2. Comparison of Early Reading Test Results

Improving early reading skills is a crucial aspect in basic education, especially for first-grade elementary school students who are still in the introduction stage to early literacy (Safitri et al., 2024). Based on the results of the research that has been conducted, there has been a significant development in students' reading skills after the implementation of the reading board media. In the early stages or pre-cycle, students had difficulty in recognizing letters, composing words, and reading simple sentences. However, after going through intervention in two cycles, students' reading skills increased gradually.

This shows that the learning methods used previously were less than optimal in building students' reading foundations, so that the reading board media is an effective alternative in overcoming these obstacles. Before the use of the reading board media, the test results showed that most students were only able to recognize letter symbols without being able to connect them into meaningful words. When students are not given sufficient stimulation in reading, they will have difficulty understanding the relationship between letters and sounds, which is the first step in basic literacy. This study shows that with more interactive learning media, students are more interested in learning and experience improvements in recognizing and composing words better. Motivational factors play a very important role in early reading learning, where a fun learning environment can help students absorb the material more effectively.

The results of the study in cycle I showed an increase in students' reading skills compared to the pre-cycle. Students who previously only recognized letters separately began to be able to name words that had the same initial letter. In addition, students' active involvement in using the reading board media allowed them to practice more, so that their phonological skills developed more quickly (Widyastuti, 2017). However, despite the increase, there were still some students who were not able to connect words in a broader context, indicating the need for further intervention in learning.

In cycle II, strategy improvements were made by increasing the intensity of reading practice and providing more intensive guidance to students who were having difficulties. The results showed that more students were able to read simple words and sentences fluently. The use of reading board media helps students understand word structures better, because the visual and interactive approaches applied in this method provide a more concrete learning experience. In addition, with more personal teacher guidance, students who previously experienced difficulties in reading received more optimal support (Thahrir & Hidriyanti, 2017).

The improvement of students' reading ability in this study is also supported by learning theory that emphasizes the importance of interaction in the learning process. Vygotsky's theory of the zone of proximal development (ZPD) states that children can learn more effectively when they are guided by more experienced individuals, in this case teachers or peers (Amahorseya & Mardliyah, 2023). In learning with reading board media, students not only learn individually but also through interaction with their classmates, so that they can help each other in understanding the concept of reading.

In addition to Vygotsky's theory, the results of this study are also relevant to the theory of behaviorism which emphasizes repetition and reinforcement in the learning process. The use of reading board media allows students to practice reading repeatedly, which helps them strengthen the connection between letter symbols and sounds. With positive reinforcement from the teacher when students succeed in reading correctly, their motivation to continue practicing increases (Sudrajat, 2023). This proves that interactive media-based learning methods are more effective than conventional methods that are one-way.

In addition to improving reading skills, this study also shows that reading board media can increase students' learning motivation. Many students who initially found it difficult and lacked confidence in reading became more enthusiastic about learning after being introduced to this media. The visual factors used in the reading board help students understand concepts more easily, while the interactive activities applied in learning create a more enjoyable and less boring learning atmosphere (Cibro & Tanjung, 2024).

The implications of this study are quite broad, especially in the development of more innovative learning methods in elementary schools. The use of reading board media can be integrated into the curriculum as one of the tools in teaching early reading. In addition, teachers also need to receive adequate training in implementing this method in order to optimize its use in the classroom. With increasing teacher readiness in utilizing learning media, it is hoped that the effectiveness of reading instruction in early grades will increase (Shabrina, 2022).

In addition to the pedagogical aspect, this study also provides insight into the importance of support from the surrounding environment in building students' reading skills. Parental involvement in supporting reading habits at home can be a determining factor in the success of reading learning in schools. Therefore, schools can develop programs that involve parents in supporting children's literacy development, such as reading books together or using home-based learning media that support reading activities outside of school.

Furthermore, the results of this study can be a reference for policy makers in designing strategies to improve basic literacy. The government and education stakeholders need to

consider providing more resources for schools in implementing media-based learning methods. With adequate support, schools can more easily adopt a more innovative and effective approach to reading learning (Wibowo, 2023).

However, although this study shows positive results, there are still several limitations that need to be considered in the implementation of reading board media. One of them is still limited to the scope of grade 1 elementary school students in one school, so further research is needed with a wider scope to see the effectiveness of this method in various educational contexts. Further research can also explore how the combination of reading board media with other learning methods can further increase the effectiveness of early reading learning.

From these results and discussions, it can be said that reading board media has a significant impact on improving the reading skills of grade 1 elementary school students. By implementing more innovative learning methods, students are not only faster in recognizing letters and words, but also more motivated to learn. Therefore, this approach can be a model that can be applied more widely in basic literacy learning.

Conclusion

The use of reading board media has proven effective in improving the early reading skills of grade 1 elementary school students. This classroom action research shows that before the intervention, many students had difficulty in recognizing letters and composing words. After the reading board media was implemented in two cycles, there was a significant increase in reading skills, both in recognizing letters, composing words, and reading simple sentences. The main factor in the success of this method is the interactive approach that increases students' learning motivation, as well as the active role of teachers in guiding the learning process. The results of this study support the implementation of innovative learning media in early literacy, with the note that teacher readiness and support for the learning environment greatly influence its effectiveness.

References

- Amahorseya, M. Z. F. A., & Mardiyah, S. (2023). Implikasi teori konstruktivisme Vygotsky dalam penerapan model pembelajaran kelompok dengan sudut pengaman di TK Anak Mandiri Surabaya. *Jurnal Buah Hati*, 10(1), 16-28.
- Amelia, Z., Suwardi, S., Rahmadani, A., Nisa, A. F., & Lestari, A. (2025). Pengembangan Media Pembelajaran SUMA (Seri Untuk Membaca Anak) dalam Meningkatkan Membaca Permulaan Anak Usia 5-6 Tahun. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, 5(1), 118-134.
- Cahyanti, N. R., William, N., & Nurmalasari, W. (2023). Pengembangan Media Pembelajaran /E-Flashcard Untuk Meningkatkan Keterampilan Membaca Permulaan Peserta Didik Kelas 1 Sekolah Dasar. *Jurnal Elementaria Edukasia*, 6(4), 2170-2182.
- Cibro, I. P. P. S., & Tanjung, E. F. (2024). Penerapan Strategi Active Learning Berbasis Teknologi Informasi pada Mata Pelajaran PAI di Pondok Pesantren Darurahmah Sepadan Aceh. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, 5(1), 1627-1636.

- Cynthia, R. E., & Sihotang, H. (2023). Melangkah bersama di era digital: pentingnya literasi digital untuk meningkatkan kemampuan berpikir kritis dan kemampuan pemecahan masalah peserta didik. *Jurnal Pendidikan Tambusai*, 7(3), 31712-31723.
- Farhana, I. (2023). *Merdekakan Pikiran dengan Kurikulum Merdeka: Memahami konsep hingga penulisan praktik baik pembelajaran di kelas*. Penerbit Lindan Bestari.
- Kennedy, E., Dunphy, E., Dwyer, B., Hayes, G., McPhillips, T., Marsh, J., ... & Shiel, G. (2012). *Literacy in Early Childhood and Primary Education (3-8 Years)*. National Council for Curriculum and Assessment.
- Kennedy-Clark, S., Galstaun, V., Reimann, P., & Handal, B. (2020). Using action research to develop data literacy in initial teacher education. *Journal of Teacher Action Research*, 6(2).
- Mais, A. (2016). *Media pembelajaran anak berkebutuhan khusus (ABK): Buku referensi untuk guru, mahasiswa dan umum*. Pustaka Abadi.
- Mayangsari, N. (2022). *Faktor-Faktor Penghambat Pembelajaran Membaca Permulaan Anak Kelas I Di SD Negeri 41 Kota Bengkulu* (Doctoral dissertation, UIN Fatmawati Sukarno Bengkulu).
- Mutandagai, E. V., Manzunzu, N., & Maera, J. (2024). Factors influencing early childhood development learners' language literacy development: Teachers' perspective in Zvishavane District. *Edukasiana: Jurnal Inovasi Pendidikan*, 3(3), 354-366.
- Qisthiyah, A., Malika, S. A., Maharani, Z., & Fidrayani, F. (2024). Hubungan Bimbingan Orang Tua Terhadap Kemampuan Membaca Anak Usia 5-6 Tahun. *Ta'rim: Jurnal Pendidikan dan Anak Usia Dini*, 5(3), 22-29.
- Rena, N. K. A. S. K., Suarjana, M., & Wirabrata, D. G. F. (2023). Animated Video-based E-Flashcard Learning Media for Early Childhood Pre-Reading Abilities. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 11(2), 183-191.
- Rojas Lizarazo, L. G. (2024). Creating picture books: a fun strategy to boost 5th graders' English vocabulary skills.
- Safitri, A. W., Kasiyun, S., Ghufon, S., & Mariati, P. (2024). Implementasi Media Big Book dalam Mengatasi Kesulitan Membaca Permulaan Siswa Kelas 1 Sekolah Dasar di UPT SDN 226 Gresik. *Indonesian Research Journal on Education*, 4(3), 199-205.
- Sudrajat, R. (2023, December). Pentingnya ketrampilan mendengar untuk menciptakan pembelajaran yang menarik. In *Seminar Nasional Keindonesiaan (FPIPSKR)* (Vol. 8).
- Susilo, M. J. (2015). Analisis kualitas media pembelajaran insektarium dan herbarium untuk mata pelajaran biologi sekolah menengah. *Jurnal bioedukatika*, 3(1), 10-15.
- Terrell, P., & Watson, M. (2018). Laying a firm foundation: Embedding evidence-based emergent literacy practices into early intervention and preschool environments. *Language, speech, and hearing services in schools*, 49(2), 148-164.
- Thahir, A., & Hidriyanti, B. (2017). Pengaruh bimbingan belajar terhadap prestasi belajar siswa pondok pesantren madrasah aliyah al-utrujiyyah kota karang bandar lampung. *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)*, 1(2), 55-66.
- Thamrin, M. (2011). *Enhancing professional development through classroom action research projects: A case study of secondary English teachers in Palu City, Central Sulawesi, Indonesia* (Doctoral dissertation, Open Access Te Herenga Waka-Victoria University of Wellington).
- Wibowo, H. S. (2023). *Pengembangan Teknologi Media Pembelajaran: Merancang Pengalaman Pembelajaran yang Inovatif dan Efektif*. Tiram Media.

- Widyastuti, A. (2017). *Kiat jitu anak gemar baca tulis*. Elex Media Komputindo.
- Wijayanto, P. S., Setiawan, W., Wahyudin, W., & Firmansyah, A. (2020). Meningkatkan hasil belajar siswa melalui media youtube (podcast) dengan metode pembelajaran pendidikan jarak jauh pada materi komputer dan jaringan dasar di smkn 3 bandung. *Jurnal Guru Komputer*, 1(1), 50-62.
- Yusri, M., Akbar, A., & Basri, A. (2024). Problematika Pendidikan Agama Islam di Era Modern. *Al-Ubudiyah: Jurnal Pendidikan dan Studi Islam*, 5(2), 83-91