



Cooperative Learning Model To Improve Students' Learning Motivation In Tahfizhul Qur'an Learning In MIN 7 of Southwest Aceh

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Abstract

Learning motivation plays a crucial role in the success of Tahfizhul Qur'an programs, yet conventional teacher-centered approaches often limit student engagement and reduce intrinsic motivation. This study aims to analyze the implementation and effectiveness of the Student Teams Achievement Division (STAD) cooperative learning model in enhancing students' learning motivation in Tahfizhul Qur'an learning at MIN 7 Aceh Barat Daya. A qualitative case study design was employed to obtain an in-depth understanding of the learning process. Data were collected through interviews, observations, and documentation involving teachers and students who participated in STAD-based learning. The findings reveal that the implementation of the STAD model was carried out through structured stages, including the formation of heterogeneous groups, collaborative memorization activities, teacher facilitation, and evaluation through individual quizzes and group rewards. These processes significantly increased students' learning motivation, as indicated by higher interest, active participation, improved collaboration, and better learning outcomes. In addition, positive competition among groups contributed to strengthening students' enthusiasm in memorizing and understanding Qur'anic verses. However, several challenges were identified, including differences in students' memorization abilities, limited instructional time, insufficient learning resources, and the need for adaptation to cooperative learning methods. This study concludes that the STAD cooperative learning model is effective in fostering a more interactive and motivation-oriented learning environment in Tahfizhul Qur'an education, although its optimal implementation requires adequate resource support, flexible time management, and targeted assistance for students with lower abilities.

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INTRODUCTION

The quality of learning in Islamic educational institutions, particularly in Tahfizhul Qur'an programs, is closely related to students' learning motivation as a key determinant of success. Memorizing the Qur'an requires not only cognitive ability but also strong internal drive, discipline, and sustained engagement in the learning process. However, in many classroom settings, learning still tends to be teacher-centered, limiting students' active participation and reducing their intrinsic motivation (Ghafar, 2023; Ghaleb, 2024; Talbert et al., 2019). Contemporary educational discourse emphasizes the importance of student-centered approaches that promote interaction, collaboration, and meaningful learning experiences. Within this context, cooperative learning models have gained increasing attention as effective pedagogical strategies in both general and Islamic education (Assalihee et al., 2024; Ehsan et al., 2019; Karman et al., 2024; Warsah et al., 2021). Therefore, exploring innovative instructional models that can foster motivation in Tahfizhul Qur'an learning becomes highly relevant and necessary.

Empirical conditions in many madrasah indicate that students often face difficulties in maintaining consistent motivation during the memorization process. The repetitive nature of memorization activities, combined with varying levels of student ability, frequently leads to disengagement and uneven learning outcomes (Barkley & Major, 2020; Bergdahl et al., 2020;

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Chipchase et al., 2017; Schnitzler et al., 2021; Unsworth & McMillan, 2017). In particular, students with lower memorization capacity tend to feel left behind, which may reduce their confidence and willingness to participate actively in class (Jin et al., 2021; Wang & Zhu, 2019; Willingham, 2021). Observations in Islamic elementary schools, including MIN 7 Southwest Aceh, show that conventional approaches have not fully addressed these challenges. In addition, limited instructional time and lack of interactive learning strategies further exacerbate the problem of low motivation. These conditions highlight the need for instructional innovations that can accommodate diverse student abilities while maintaining high engagement. Consequently, identifying effective learning models that respond to these real classroom challenges is essential.

The urgency of this study lies in the increasing demand for effective and adaptive learning strategies that align with the goals of Islamic education in the contemporary era. Islamic education is not only expected to produce students who are capable of memorizing the Qur'an but also individuals who possess strong character, collaboration skills, and intrinsic motivation (Abdullah et al., 2021; Nurchayani et al., 2023). In this regard, learning motivation serves as a bridge between cognitive achievement and character development. Without adequate motivation, the process of memorization may become mechanical and less meaningful (Futami et al., 2022; Güneş, 2020; Li, 2016). Furthermore, the integration of collaborative learning approaches in religious education reflects broader educational reforms that emphasize active learning and social interaction (Demirel Ucan & Wright, 2019; Gustina et al., 2025; Nurhalizah, 2025). Therefore, investigating the effectiveness of cooperative learning models in enhancing motivation is not only pedagogically significant but also aligned with the values of Islamic education.

From a theoretical perspective, the Student Teams Achievement Division (STAD) model offers a promising framework for addressing the challenges of low motivation in Tahfizhul Qur'an learning. STAD emphasizes heterogeneous grouping, peer interaction, and collective responsibility, allowing students to support each other in achieving learning goals (Williams et al., 2019; Wyman & Watson, 2020; Zhou & Colomer, 2024). This model is particularly relevant in memorization contexts, where peer support can facilitate repetition, correction, and reinforcement of learning. In addition, the integration of learning media, such as visual or audio aids, can further enhance students' engagement and understanding (Hasibuan, 2025; Monib et al., 2025; Saidia & Chadi, 2024). The combination of cooperative learning and appropriate media has the potential to create a more dynamic and supportive learning environment (Al-Samarraie & Saeed, 2018; Bower et al., 2017; Chen et al., 2018; Jeong & Hmelo-Silver, 2016; Tang et al., 2025). Thus, the application of the STAD model in Tahfizhul Qur'an learning is theoretically grounded and contextually relevant.

Previous studies have extensively examined the effectiveness of the STAD model in improving learning outcomes and motivation across various educational contexts (Anggraini et al., 2025; Calvo-Ferrer, 2017; Lamb et al., 2018; Maula & Khalim, 2026; Namoun & Alshantqi, 2020). Research indicates that STAD can enhance student participation, academic achievement, and social interaction in both general and Islamic education settings (Bahrun et al., 2019; Faqih et al., 2025; Khidr & Sabri, 2022). More recent studies also highlight the role of cooperative learning in fostering collaborative skills and increasing engagement in digital and hybrid learning environments (Arfat et al., 2025; Gutiérrez-Braojos et al., 2019; Mustakim et al., 2024; Ngoc Tuong Nguyen & Thi Kim Oanh, 2025). In the context of Qur'anic learning, several studies report that group-based approaches can improve memorization quality and student confidence (Al-kaabi, 2016; Muqoddas, 2025; Rahmatullah et al., 2025; Ramadani et al., 2025; Subekti & Wibowo, 2025). These findings suggest that STAD is a versatile and effective instructional model. However, most of these studies focus primarily on cognitive outcomes rather than motivational aspects.

Despite the growing body of literature, several limitations remain. First, there is still limited research that specifically examines the application of the STAD model in Tahfizhul Qur'an learning at the elementary madrasah level. Second, existing studies often overlook contextual challenges such as differences in student ability, limited instructional time, and inadequate learning facilities (Aldowah et al., 2019; Ezra et al., 2021; Mncube et al., 2023; Schwartz et al., 2019; Tan, 2018). Third, few studies provide an in-depth analysis of how cooperative learning influences students' intrinsic motivation in religious learning contexts. As a result, there is a lack of comprehensive understanding regarding the effectiveness of STAD in addressing both pedagogical and contextual challenges simultaneously. This gap indicates the need for empirical research that not only evaluates the

outcomes of STAD implementation but also explores its practical implications in real classroom settings. Therefore, this study aims to fill this gap by focusing on motivation in Tahfizhul Qur'an learning.

Based on the identified gaps, this study aims to analyze the implementation of the STAD cooperative learning model in increasing students' learning motivation in Tahfizhul Qur'an learning at MIN 7 Southwest Aceh. This research is expected to contribute theoretically by enriching the discourse on cooperative learning within Islamic education, particularly in the context of Qur'anic memorization. Practically, the findings of this study are expected to provide insights for teachers in designing more effective and engaging learning strategies that accommodate diverse student needs. In addition, this study offers recommendations for integrating collaborative learning and instructional media in religious education settings. Ultimately, this research seeks to support the development of more adaptive, inclusive, and motivation-oriented learning environments in Islamic educational institutions.

METHOD

This study employed a qualitative approach using a case study design to obtain an in-depth understanding of the implementation of the Student Teams Achievement Division (STAD) cooperative learning model in Tahfizhul Qur'an learning. The qualitative case study was selected because it allows researchers to explore complex educational processes, including interactions, experiences, and contextual challenges, in a natural setting. This design is particularly suitable for examining how the STAD model is implemented, how it influences students' learning motivation, and what obstacles arise during its application in real classroom contexts.

The research was conducted at MIN 7 Aceh Barat Daya, an Islamic elementary school that integrates Tahfizhul Qur'an programs into its curriculum. The study took place during the 2024/2025 academic year, focusing on ongoing learning activities in Tahfizhul Qur'an classes where the STAD model was implemented. This setting was purposively selected because it represents a relevant context in which cooperative learning strategies are applied in religious education, allowing for a contextualized analysis of instructional practices and student engagement.

The participants of this study consisted of teachers and students involved in Tahfizhul Qur'an learning at MIN 7 Aceh Barat Daya. Teachers acted as key informants due to their role as implementers of the STAD model, while students were selected as primary participants because they directly experienced the learning process. A purposive sampling technique was employed to ensure that participants had direct and relevant experience with the implementation of the STAD model. The inclusion criteria for participants were teachers who actively applied the STAD model and students who participated in group-based memorization activities, while individuals not directly involved in the implementation were excluded. This sampling approach was chosen to obtain rich and relevant data aligned with the research objectives.

Data were collected using multiple instruments to ensure data richness and triangulation. The primary instruments included semi-structured interview guides, observation sheets, and documentation checklists. Interviews were conducted in depth with teachers to explore the implementation process, perceived effectiveness, and challenges of the STAD model, as well as with students to understand their learning experiences and motivation. Observation instruments were used to record classroom interactions, group dynamics, and teacher facilitation during the learning process. In addition, documentation such as lesson plans (RPP), student learning outcome records, and other supporting materials were analyzed to complement and validate the findings. The development of these instruments was based on key indicators of cooperative learning, student motivation, and instructional practices derived from relevant educational literature.

To ensure the credibility and trustworthiness of the data, several validation strategies were employed. Source triangulation was conducted by comparing data obtained from interviews, observations, and documentation to verify consistency across different sources. Prolonged engagement through extended observation enabled the researcher to gain a deeper and more comprehensive understanding of the research context. In addition, peer checking was conducted by discussing research findings with colleagues to ensure objectivity and minimize researcher bias. These strategies collectively strengthened the validity and reliability of the qualitative findings.

The data collection procedure was carried out in several stages. The initial stage involved preparation, including obtaining research permission, developing research instruments, and identifying participants. The implementation stage included conducting classroom observations, administering in-depth interviews, and collecting relevant documents. All interviews were recorded and transcribed to ensure data accuracy. Field notes were systematically documented during observations to capture both verbal and non-verbal interactions. The final stage involved organizing and verifying the collected data to ensure completeness before proceeding to analysis.

Data analysis was conducted using qualitative analysis techniques consisting of several systematic steps. First, data reduction was performed by selecting and focusing on information relevant to the research objectives. Second, data coding and categorization were carried out to identify patterns, themes, and relationships within the data. Third, the data were presented in a descriptive narrative form to facilitate interpretation and understanding. Finally, conclusions were drawn by linking the findings with existing theories and research objectives, ensuring that interpretations were grounded in empirical evidence. This analytical process allowed for a comprehensive understanding of the implementation and impact of the STAD model.

Ethical considerations were carefully addressed throughout the research process. Informed consent was obtained from all participants prior to data collection, ensuring their voluntary participation. Participants were assured of confidentiality and anonymity, and all data were used solely for research purposes. The researcher also maintained academic integrity by ensuring that data collection and analysis were conducted transparently and responsibly. These ethical practices were implemented to protect participants' rights and to uphold the credibility of the research.

RESULTS AND DISCUSSION

Results

This section presents the main findings derived from the qualitative case study on the implementation of the Student Teams Achievement Division (STAD) cooperative learning model in Tahfizhul Qur'an learning at MIN 7 Aceh Barat Daya. The results are systematically organized to capture key aspects of the implementation process, including the planning and execution of the STAD model, its impact on students' learning motivation, and the challenges encountered during its application in the classroom. The findings are structured into three major dimensions, namely the stages of STAD implementation, indicators of increased student motivation, and contextual constraints influencing learning effectiveness. These results reveal that collaborative learning practices, supported by structured group interaction and teacher facilitation, play a significant role in fostering students' engagement, responsibility, and enthusiasm in memorizing the Qur'an. At the same time, the findings also highlight practical challenges that need to be addressed to optimize the implementation of cooperative learning in religious education settings. Overall, this section provides a comprehensive empirical basis for understanding how the STAD model contributes to the development of a more interactive, inclusive, and motivation-oriented learning environment in Tahfizhul Qur'an education.

Cooperative Learning Model to Increase Student Learning Motivation in Tahfizhul Qur'an Learning at MIN 7 of Southwest Aceh

This study revealed that the implementation of the Student Teams Achievement Divisions (STAD) Cooperative Learning model in Quran memorization learning at MIN 7 Southwest Aceh was carried out through several main, structured and systematic stages. This process begins with a thorough planning stage, where teachers develop a Lesson Implementation Plan (RPP) that outlines learning objectives, Quran memorization materials, and the steps for implementing the STAD model. At this stage, students are divided into small, heterogeneous groups based on their memorization abilities. Each group is then given a specific memorization target to be achieved together, thus instilling a sense of collective responsibility from the outset.

The next stage is the implementation or execution of the learning. The learning process begins with the teacher presenting the memorization material as a class. Afterward, the core of STAD learning begins, with students working within their respective groups. Within these groups, they support and listen to each other's memorization to achieve the predetermined target. Each group

member is responsible for ensuring that all their peers understand and are able to recite the targeted Quranic verses. Throughout this process, the teacher acts as a facilitator, actively monitoring the progress of group collaboration and providing guidance and direction when necessary.

The final, equally important stage is the assessment and reinforcement phase. At the end of the learning session, students take individual quizzes to measure their memorization progress. The scores obtained by each individual are then combined to form a group score. This mechanism is designed to foster a spirit of cooperation and a sense of collective responsibility, as individual success contributes to the success of the group. As a form of appreciation, awards are given to groups that demonstrate the best performance. This award has been proven to increase student motivation to continue working together effectively to achieve learning objectives, particularly in memorizing the Quran.

Cooperative Learning Model to Increase Student Learning Motivation in Tahfizul Qur'an Learning at MIN 7 Southwest Aceh

The results of this study clearly demonstrate that the implementation of the STAD Cooperative Learning model at MIN 7 Southwest Aceh has had a significant impact on increasing student motivation in memorizing the Quran. This increased motivation is clearly visible through various indicators that emerged during the learning process. First, there is an increase in student interest and enthusiasm. The STAD method, which prioritizes active participation, collaboration, and a fun learning environment, has successfully fostered student engagement in learning Quran memorization. Memorization, which previously felt like a daunting individual task, has become a lighter and more enjoyable collective activity.

The second indicator is increased student engagement. The STAD model inherently encourages each student to participate, both in group work and in individual memorization efforts. This occurs because they feel responsible not only for their own success but also for the success of their group. This sense of collective responsibility serves as a driving force, motivating them to be more focused and committed to the memorization process. Furthermore, the lively classroom dynamics also foster positive competition between groups. This healthy competitive atmosphere serves as a powerful external motivator for students to continuously strive to improve the quality and quantity of their memorization and understanding of the holy verses of the Quran. They are encouraged to make the best contribution to their group.

Ultimately, this multidimensional increase in motivation has direct implications for improved learning outcomes. This study noted a significant increase in Quran memorization achievement. This improvement was not limited to the number of verses memorized by students but also encompassed their level of understanding of the meaning and content of those verses. Thus, the STAD model has proven effective not only in improving the cognitive aspects of memorization but also in fostering a deeper love and understanding of the Quran.

Constraints in Implementing the STAD Type Cooperative Learning Model to Increase Student Learning Motivation in Tahfizul Qur'an Learning at MIN 7 Southwest Aceh

Although the STAD cooperative learning model has proven highly effective in increasing student motivation in Quranic memorization at MIN 7 Southwest Aceh, this study also identified several obstacles that characterized its implementation process. The findings of these various obstacles are important to examine for reflection and future improvements, in order to optimize the achievement of the desired learning objectives.

The first prominent obstacle is the differences in memorization abilities among students. The heterogeneity intentionally designed into the STAD model is, on the one hand, a strength, but on the other, it can also present challenges. The situation in the field shows that not all students are able to adapt quickly to these differences. Some students with slower memorization abilities or low self-confidence sometimes struggle to keep up with the rhythm and dynamics of their group. This has the potential to hinder their learning process if not managed effectively by the teacher and other group members.

The next obstacle relates to managerial aspects, namely limited learning time. The time allocated for Quranic memorization is often deemed insufficient to optimally complete all stages of the STAD model. The process, which begins with the delivery of classical material and group work, and ends with individual quizzes and awards, requires careful and adequate time management. This time constraint can prevent several stages, particularly the discussion and group mentoring phases,

from running optimally. Furthermore, resource support is also a significant obstacle. Limited availability of learning media and supporting references also impacts the smooth implementation of this model. The lack of varied learning resources can limit students' exploration in understanding memorized material and reduce the effectiveness of group work. This situation demands teacher creativity to maintain engaging learning even with limited resources.

Finally, the initial adaptation process also presents a challenge. In the early stages of implementing the STAD model, students need time to fully understand the mechanisms of group work and the individual responsibilities inherent in them. Adapting to this new learning pattern is not always smooth. Consistent guidance and direction from teachers are necessary for students to adapt and effectively fulfill their roles in this cooperative learning model.

Discussion

The findings of this study indicate that the implementation of the STAD cooperative learning model significantly enhances students' learning motivation in Tahfizhul Qur'an learning. This increase in motivation can be interpreted as a direct consequence of structured peer interaction and shared responsibility embedded within the STAD framework. From a theoretical standpoint, this aligns with social constructivist perspectives, which emphasize that learning occurs through interaction and collaboration (Demirel Ucan & Wright, 2019; Zhou & Colomer, 2024). The active engagement observed among students reflects the shift from passive memorization to participatory learning, which is essential in fostering intrinsic motivation (Güneş, 2020; Futami et al., 2022). These findings are consistent with previous studies demonstrating that cooperative learning enhances engagement and motivation across educational contexts (Faqih et al., 2025; Khidr & Sabri, 2022). However, this study extends prior research by confirming that such motivational benefits are also evident in religious learning settings, particularly in Qur'anic memorization. Thus, the STAD model not only supports cognitive outcomes but also strengthens affective dimensions of learning.

Another important finding relates to the increased student participation and engagement during the learning process. The structured group activities within STAD encourage students to actively contribute, thereby reducing the dominance of teacher-centered instruction. This supports the argument that student-centered pedagogies are more effective in sustaining attention and promoting deeper learning (Assalihee et al., 2024; Warsah et al., 2021). The observed increase in participation can also be explained through self-determination theory, where autonomy and relatedness play crucial roles in motivating learners (Li, 2016). Compared to previous studies that highlight engagement in general classroom contexts (Arfat et al., 2025; Mustakim et al., 2024), this study demonstrates that similar mechanisms operate effectively in Tahfizhul Qur'an learning. The implication is that memorization-based subjects, often perceived as monotonous, can be transformed into interactive experiences through appropriate pedagogical design. Therefore, the STAD model serves as a practical strategy to bridge the gap between traditional memorization and modern active learning approaches.

The study also reveals that peer collaboration within heterogeneous groups contributes significantly to students' confidence and learning persistence. Students with lower memorization abilities benefit from peer support, which reduces anxiety and enhances their willingness to participate. This finding is consistent with research indicating that collaborative learning environments promote psychological safety and reduce performance pressure (Bergdahl et al., 2020; Jin et al., 2021). From a conceptual perspective, this supports the notion that learning is socially mediated, where peer interaction facilitates scaffolding and knowledge construction (Jeong & Hmelo-Silver, 2016). While previous studies have documented the role of peer support in improving academic performance (Bahrun et al., 2019; Ngoc Tuong Nguyen & Thi Kim Oanh, 2025), this study highlights its critical role in sustaining motivation within religious learning contexts. This suggests that the STAD model not only addresses cognitive disparities but also promotes inclusive learning environments. Consequently, the model contributes to both equity and effectiveness in Tahfizhul Qur'an education.

Furthermore, the findings demonstrate that the use of structured evaluation and group rewards in STAD fosters both individual accountability and collective motivation. The integration of individual quizzes and group scoring mechanisms creates a balanced system that encourages personal effort while reinforcing group cohesion. This mechanism aligns with behaviorist principles,

where reinforcement and recognition play a role in shaping learning behavior (Tang et al., 2025). At the same time, it reflects cooperative learning theory, which emphasizes positive interdependence as a driver of group success (Williams et al., 2019). Previous studies have reported similar effects of reward systems in enhancing student performance (Maula & Khalim, 2026; Anggraini et al., 2025), yet this study shows that such mechanisms are equally effective in Qur'anic memorization contexts. The implication is that motivation in religious learning can be strengthened through well-designed assessment strategies. Thus, the combination of accountability and collaboration becomes a key factor in sustaining student motivation.

Despite these positive outcomes, the study identifies several contextual challenges that influence the effectiveness of the STAD model. Differences in students' memorization abilities, limited instructional time, and inadequate learning resources emerge as significant constraints. These findings are in line with previous research highlighting the impact of contextual factors on the success of cooperative learning (Ezra et al., 2021; Mncube et al., 2023). From a critical perspective, this suggests that the effectiveness of STAD is not solely determined by the model itself but also by the learning environment in which it is implemented. The presence of heterogeneous abilities, while theoretically beneficial, may lead to imbalanced participation if not properly managed. Compared to prior studies that often overlook contextual limitations (Tan, 2018; Schwartz et al., 2019), this study provides a more nuanced understanding of implementation challenges. Therefore, successful application of STAD requires adaptive strategies that consider classroom realities.

Another significant finding concerns the role of teacher facilitation in mediating the effectiveness of the STAD model. The teacher's ability to organize groups, provide guidance, and manage classroom dynamics is crucial in ensuring meaningful collaboration. This finding supports existing literature emphasizing the importance of teacher competence in implementing student-centered learning (Karman et al., 2024; Gustina et al., 2025). From a theoretical standpoint, the teacher acts as a facilitator within constructivist learning environments, guiding students' interactions and ensuring that learning objectives are achieved (Bower et al., 2017). While previous studies acknowledge the role of teachers in cooperative learning (Aldowah et al., 2019; Hasibuan, 2025), this study highlights its critical importance in religious education contexts, where both cognitive and moral dimensions are involved. The implication is that teacher readiness and pedagogical skills must be strengthened to maximize the benefits of STAD. Thus, professional development becomes an essential component of successful implementation.

Finally, this study contributes to the literature by demonstrating that the STAD model can be effectively adapted to Tahfizhul Qur'an learning, offering both theoretical and practical implications. Theoretically, the findings extend cooperative learning theory by showing its applicability in religious and memorization-based education, which has been underexplored in previous studies (Muqoddas, 2025; Rahmatullah et al., 2025). Practically, the study provides evidence that integrating collaboration, structured assessment, and appropriate learning media can enhance motivation in Islamic educational settings. Compared to prior research that predominantly focuses on cognitive outcomes (Namoun & Alshantiti, 2020; Lamb et al., 2018), this study emphasizes the importance of motivational dimensions. This positions the research within a broader global discourse on learner-centered education and its relevance across diverse contexts. Ultimately, the study offers a new perspective on how cooperative learning can be utilized to create more engaging, inclusive, and meaningful learning experiences in Tahfizhul Qur'an education.

CONCLUSION

This study concludes that the implementation of the STAD cooperative learning model in Tahfizhul Qur'an learning at MIN 7 Aceh Barat Daya is carried out through structured stages of planning, implementation, and evaluation, and has proven effective in enhancing students' learning motivation. The use of heterogeneous groups, supported by teacher facilitation and group-based rewards, fosters active participation, collaboration, and a sense of collective responsibility among students. This is reflected in increased learning interest, active engagement, improved cooperation, and better learning outcomes, indicating that the STAD model successfully transforms memorization activities into a more interactive and meaningful learning process. However, several challenges were identified, including differences in students' memorization abilities, limited instructional time,

insufficient learning resources, and the need for adaptation to cooperative learning practices. These findings suggest that while the STAD model offers strong potential to improve motivation in Tahfizhul Qur'an learning, its effectiveness depends on contextual support and careful instructional management. Therefore, optimizing its implementation requires flexible time allocation, adequate resource provision, and targeted support for students with lower abilities to ensure more inclusive and sustainable learning outcomes

AUTHOR CONTRIBUTIONS STATEMENT

Nurbayani conceived and designed the research, led the implementation of the study in the field, conducted data collection through interviews, observations, and documentation, and prepared the initial draft of the manuscript. Ashariatul Fitri contributed to the development of the research methodology, assisted in data analysis and interpretation, and supported the refinement of the research framework. Nurma provided supervision during the research process, contributed to data validation and critical review, and performed substantial revisions to improve the clarity, coherence, and academic quality of the manuscript.

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