VARK (Visual, Auditory, Read/Write and Kinesthetics) Model with Digital Scrapbook for Improving Al-Quran Reading Skills

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This study uses a research design adapted from Plomp (1997), which is considered a general model that is easy to apply in the development of learning models. The stages in this research include: (1) Initial investigation or preliminary study; (2) Design; (3) Realisation/Construction; (4) Expert validation test, pilot test, evaluation, and revision; and (5) Implementation. The main purpose of this research is to develop a learning model for primary school students, especially grade V students. The developed learning model refers to VARK (Visual, Auditory, Read/Write, and Kinesthetic) based on Digital Scrapbook. This model aims to familiarise students in reading the Qur'an well and improve their skills. This approach incorporates a variety of learning styles to support a thorough mastery of Qur'ānic reading skills. Digital Scrapbook-based VARK is designed to suit students' needs and facilitate variations in their ways of learning. This research is expected to produce an innovative learning model that is effective and easy to implement in the context of Islamic values-based basic education.

Keywords: Digital Scrapbook, Al-Quran, Reading Skills

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INTRODUCTION

The development of education today is influenced by technological advances and Quran Reading Skills for Students. The Independent Curriculum presents meaningful learning for students through the habit of reading the Quran properly according to tadjwid and carrying out worship consistently. Students' Quran reading skills are very necessary to create a generation of character, not only in terms of cognitive, but also in terms of affective and psychomotor (Ullman, J. (2022).

The development of technology in this modern era is increasingly rapid. Along with the development of the era, technology is increasingly sophisticated. The development of technology in addition to providing convenience and many benefits. The Education System in Muhammadiyah Elementary Schools emphasizes the skills of reading the Qur'an. Students are required to be able to read the Qur'an correctly and carefully. Students are required to develop their abilities in the cognitive, affective, and psychomotor aspects (Oran, C., & L. Van Leent. 2022)

Digital scrapbook is a creative image and writing paste or other decorations that are applied in the form of a digital e-book that can be accessed flexibly by users anywhere. The benefits of digital scrapbooks make students more creative, easier to understand the material, and learn directly with real learning resources (Syahrum, T. B. S, & Purnamasari, H. 2021). As a social organization based on Islamic education. Muhammadiyah needs to design the content of reading the Qur'an in every subject or course in the learning process. This education must be followed by all students at all levels of Muhammadiyah education. Reading the Qur'an is an implementation of Islamic religious education in schools, not only developed through general knowledge, but also included in all subject content so that students are able to study the teaching materials of the Qur'an in accordance with Aqidah, morals, worship, mu`amalah and Muhammadiyah (Septia, S. et al.,2023).

Reading the Quran based on Scrapbook basically contains materials and pictures about the verses of the Quran contained in each subject and students can read correctly and carefully according to the teachings of religion and the ideology of the Muhammadiyah movement. This view emphasizes that the skill of reading the Quran is expected to be internalized in each student so that the Islamic values they have can be a fortress in solving learning problems in each subject that students get [8]. In addition, students can practice various principles of belief and ideals of the Muhammadiyah organization through messages from the verses that are integrated in each subject (Septia, S. et al.,2023).

The skill of reading the Qur'an is an important part of basic Islamic education, especially in Islamic-based schools such as SD Muhammadiyah 2 Babat. Reading the Qur'an not only requires technical skills in pronouncing letters and tajwid, but also requires a learning approach that can accommodate the diversity of students' learning styles. In practice, many students have difficulty in understanding and reciting the verses of the Qur'an correctly because the learning approach used tends to be uniform and does not match the characteristics of individual learning (Hidayah, S., & Zumrotun, E. 2023).

One of the problems that teachers often face is the diversity of student learning styles that are not handled properly. In one class, there are students who tend to learn visually, auditorily, through reading/writing, or kinesthetically. When the learning approach used does not match the students' learning preferences, the process of internalizing learning materials, including reading the Qur'an, becomes less effective. This has an impact on the low skills of reading the Qur'an which can be seen from students' lack of fluency in pronouncing the hijaiyah letters, inaccurate tajwid, and weak understanding of the meaning of what is read.

The VARK (Visual, Auditory, Read/Write, and Kinesthetic) learning model is an approach designed to adapt the learning process to each student's learning style. This model emphasizes the importance of using various methods such as visualization, hearing, reading/writing, and physical movement in the learning process. With this varied approach, it is hoped that each student can understand and absorb the material more effectively according to their dominant learning style (Beltran, K. et al., 2025). The VARK model and the learning data of the students' Quran reading skills, educators can design more appropriate and effective learning experiences. For example, by knowing that a student has a visual preference for Quran reading skills in learning, educators can choose to provide a digital-based scrapbook containing several surah readings and their relevance to the Quran reading skills of elementary school students and of course the selected material and verses according to the development of student learning characteristics in the form of attractive images or graph (Dutsinma & Temdee, 2020). On the other hand, by using this digital scrapbook data, it is easier for students to get information through audio visuals and interesting reading books, educators can track student progress individually and adjust their learning approaches to meet the needs and preferences of learning to read the Quran through innovative and adaptive digital scrapbooks.

The VARK (Visual, Auditory, Read/Write, Kinesthetic) learning model was developed as a strategy to adapt learning methods to students' needs and characteristics. This model emphasizes the importance of recognizing and utilizing individual learning styles so that the learning process becomes more optimal. The application of the VARK model in the context of learning the Qur'an allows teachers to deliver material through various media and activities that suit students' learning preferences (Weganofa, R.et al. 2022). For example, students with a visual learning style will be helped by the use of hijaiyah letter images and tajwid colors, while auditory students absorb more through reading recordings, students with a reading/writing learning style will be helped by practicing copying and reading texts, and kinesthetic

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students will be helped through movement activities and direct reading practice. Through this process is a well-integrated step, which aims to provide an optimal learning experience and focus on the individual needs of students, taking into account their unique Quran reading skills. learning through this sophisticated digital scrapbook to better analyze Quran reading skills data. Integration of data from various sources is also key to gaining a more complete understanding of students' reading skills (Oliva - Cordova, L. M., et al., 2021).

Integration of digital media in the learning process is a necessity as well as an opportunity to create interesting and interactive innovations. One of the media that can be developed to support the VARK model is a digital scrapbook. Digital scrapbook is a technology-based learning media that combines text, image, audio, and video elements in one interactive display. The use of digital scrapbooks in learning to read the Qur'an can facilitate various learning styles at once, making the learning process more interesting, personal, and meaningful for students (Herlita, A. 2025).

Quran reading skills through digital scrapbooks In accordance with 21st century learning, one of which is related to the use of technology. 21st century learning applies learning skills & innovation, information skills, media and technology (digital literacy), students are proficient in reading the Quran not only through print media but also by easily accessing it through digital scrapbooks that are embedded with meaning and moral messages (Alhamuddin, A., 2022). Learning that combines various delivery methods, educational models, learning styles, and various technology-based media; As a combination of direct education (face to face), independent learning, and independent learning via online; Learning supported by an effective combination of delivery methods, teaching methods and learning styles; and Educators and parents of students have equally important roles, educators as facilitators, and parents as supporters.

VARK model based on digital scrapbooks in learning to read the Qur'an at SD Muhammadiyah 2 Babat is expected to increase student involvement, strengthen understanding of tajwid, and improve the skills of reading the Qur'an properly and correctly. By using technology that is familiar to the world of children today, learning to read the Qur'an can be packaged into a more interesting, contextual, and meaningful activity.

By combining the VARK model and digital scrapbook media, learning to read the Qur'an at SD Muhammadiyah 2 Babat is expected to be fun, effective, and adaptive to students' needs. In addition, the use of digital scrapbooks is also in line with technological developments and can improve students' digital literacy from an early age. Therefore, research and development of a VARK-based learning model implemented through digital scrapbooks is relevant to be carried out in o rder to improve students' Qur'an reading skills as a whole.

METHOD

The VARK (Visual, Auditory, Read/Write, and Kinesthetic) model.Two validators were given the content validity test. Content validation indicators include material content, language and depth of material. Data collection regarding the practicality Quran Reading Skills was carried out in small-scale trials and large-scale trials (Sugiyono, 2013) . The instrument used was a teacher response questionnaire regarding the use of books. Indicators of teacher response are the quality of the content of the model explanation, ease of application, appearance of the book, suitability of the steps in the book. The trial phase research was carried out in 2 stages, namely, small scale trials and large scale trials (Sugiyono, 2011) . The trial was carried out in class V elementary school in of February 2025. The small-scale trial was carried out at SD Muhammadiyah 2 Babat with 7 students randomly selected. A large-scale trial was carried out at SD Muhammadiyah 2 Babat in the 1st semester of September 2023 with 2 classes with 20 students in each class.

Developing a model The VARK (Visual, Auditory, Read/Write, and Kinesthetic*)* in research using the methodology development model adapted from Plomp (1997). The development model adapted by Plomp has five main stages, namely: (1) Preliminary investigation *or* initial study; (2) Design *,* (3) Realization/Construction (*realization/construction*); (4) Expert validation test, trial, evaluation, and revision (*test, evaluation, and revision*); and (5) Implementation (*implementation*). (X Plomp, nd)

[Figure 1 about here]

The following are the stages of developing a VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook model Preliminary Investigation

1. (Preliminary Investigation)

Preliminary investigations or initial studies were carried out to examine and analyze the conditions related to the implementation of the learning process for class V students and the theories related to its implementation, which include: a) the current elementary school level curriculum, namely the independent curriculum, one of which is intracurricular learning which refers more to the character values of students, b) the educational model implemented in extracurricular activities in class IV students, c) the learning components used in the form of student books, teaching modules, worksheets as supporting learning tools needed in implementing the educational model, d) the condition of students at school The place of study is students in class IV of Elementary School Semester 1. VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook model will be analyzed in the pupils that will be the subject of the research., e) identifying the needs of students and teachers in implementing educational

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models, and conducting a study of existing educational theories and models. supports the development of models related to issues discovered in initial investigations.

2. Design

Design VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook model was prepared . The model design in this study includes: (1) model book design; (2) design of learning components (student books, teaching modules, LKPD); and (3) instrument design to obtain data in the model development process.

The design of the model book includes a description of: (1) rational model VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook model ; (2) supporting theories; (3) model components; and (4) instructions for implementing the model. The learning model's components are designed as follows: (a) student textbooks; (b) instructional modules; and (c) student worksheets (LKPD). The teaching module is designed by considering several things, namely: (a) emphasizing the creation of understanding *(meaning)*, not memorization without understanding, and (b) creating conditions that enable students to construct their knowledge regarding the Al-Quran Reading Skills VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook. The instrument design includes instruments to assess: (1) validity; (2) practicality; and (3) model effectiveness.

3. Realization / Construction

The results of the model design are then described in detail so that it becomes the realization/construction of the initial model or *prototype* . Model realization/construction is the result of model development before testing the model's validity. The results of the realization/construction of this model include drafts of: (1) model book; (2) student books; (3) LKPD; (4) Teaching Module; and (5) model assessment instruments.

A model book is a successfully developed learning model packaged in book form (Susandi A et al., 2025). The model book realized in developing this model consists of three chapters. In chapter 1, the theoretical basis for the Al-Islam and Muhammadiyah character education Al-Quran Reading Skills VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook *is explained.* which includes: background; learning model; learning approaches; learning strategies; learning methods. The relationship between models, approaches, strategies and methods can be seen in

Figure 2.2. In chapter 2, the Al-Quran Reading Skills VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook *is described.* Al-Quran Reading Skills basic principles of the VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook. ; and components of the VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook. which includes syntax; social system; reaction principle; support system; as well as the instructional impact and accompanying impact (a description of the five components of Al-Quran Reading Skills VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook can be briefly seen in Figure 2.1. In chapter 3, instructions for implementing Al-Quran Reading Skills VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook ; assessment; preparation of learning tools (teaching modules and LKPD) as well as examples of teaching modules and LKPD (Kurniasih MD, 2022)

[Figure 2 about here]

4. Expert Validation Tests, Trials, Evaluations, and Revisions (*Test, Evaluation, and Revision*)

There are several tests that will be carried out, namely: (1) Expert validation test, namely assessing the validity of the model and model components (student books, lesson plans, LKPD). (2) After successfully assessing the validity of the model and its components as well as revising the model, a trial of the model and its components is then carried out to obtain results on the practicality and effectiveness of the VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook.. (3) The analysis's findings, namely those related to the desired student VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook. (Sholikha & Fitrayati, 2021) .

5. Implementation

The stage of implementation involves using the outputs of the VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook, which is based on digital scrapbook developed during the implementation of the intracurricular learning process for elementary school students in fourth grade, to instill Al-Quran Reading Skills students. (Tabroni et al., 2022) .

The research flow diagram for the development stage of the VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook.

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[Figure 3 about here]

FINDINGS AND DISCUSSION

A. Findings

Findings Which obtained from results study explained in a subchapter which clearly discusses the subject matter found from findings in the field, as follows:

The feasibility of the product from the model being developed cannot be separated from the development model which is in accordance with the Plomp (1997) development approach, which is divided into five stages: (1) preliminary inquiry or preliminary study; (2) design; (3) realization/construction; (4) expert validation test, trial, evaluation, and revision (test, evaluation, and revision); and (5) implementation.. The following are the stages of developing a VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook:

1. Preliminary Inquiry or Preliminary Study

The initial or preliminary study was carried out to examine and analyze the conditions related to the implementation of the learning process for class IV students and the theories related to its implementation, which include: a) the current elementary school level curriculum, namely the independent curriculum, one of which is more intracurricular learning. refers to students' character values (Kemdikbudristekdikti, 2022) . b) the educational model implemented in classroom activities in class V students, c) the learning components used in the form of student books, teaching modules, worksheets as supporting learning tools needed in implementing the educational model, d) the situation of students at the school where the study was conducted, namely class V students Elementary School Semester February 2025. The student analysis that will be researched is Al-Islam and Muhammadiyah character education as well as 4C skills, e) identifying the needs of students and teachers in implementing educational models, and conducting a review of educational theories and models that support the development of models related to problems discovered in the initial investigation.

2. Design

Al-Quran Reading Skills was prepared . The model design in this study includes: (1) model book design; (2) design of learning components (student books, teaching modules, LKPD); and (3) instrument design to obtain data in the model development process.

The design of the model book includes a description of: (1) rational model of Al-Quran Reading Skills; (2) supporting theories; (3) model components; and (4) instructions for implementing the model. The design of the learning model components includes: (a) student books; (b) teaching module; and (c) student worksheet (LKPD). The teaching module is designed by considering several things, namely: (a) emphasizing the creation of understanding (meaning), not memorization without understanding, and (b) creating conditions that enable students to construct their knowledge regarding the character of Al-Quran Reading Skills. The instrument design includes instruments to assess: (1) validity; (2) practicality; and (3) model effectiveness.

3. Realization / Construction

The results of the model design are then described in detail so that it becomes the realization/construction of the initial model or prototype. Model realization/construction is the result of model development before testing the model's validity. The results of the realization/construction of this model include drafts of: (1) model book; (2) student books; (3) LKPD; (4) Teaching Module; and (5) model assessment instruments.

A model book is a successfully developed learning model packaged in book form. The model book realized in developing this model consists of three chapters. In chapter 1, the theoretical basis for the Al-Islam and Muhammadiyah character education model based on VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook is explained. which includes: background; learning model; learning approaches; learning strategies; learning methods. The relationship between models, approaches, strategies and methods can be seen in Figure 2.2. In chapter 2, the VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook is described. which includes: study of VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook, basic principles of the VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook; and components of the VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook, Collaboration, and Creativity). The five VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook are described as follows: syntax, social system, reaction principle, support system, and instructional impact and accompanying influence Al-Quran Reading Skills can be briefly seen in Figure 2.1. In chapter 3, instructions for implementing Al character education model learning are outlined. VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook which includes: designing learning objectives, implementing learning; Creativity); assessment; preparation of learning tools (teaching modules and LKPD) and

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complete with examples of teaching modules and LKPD.

[Figure 4 about here]

[Figure 5 about here]

4. Expert Validation Tests, Trials, Evaluations, and Revisions (Test, Evaluation, and Revision)

There are several tests that will be carried out, namely: (1) Expert validation test, namely assessing the validity of the model and model components (student books, lesson plans, LKPD).

Obtaining validation results from model component experts shows that the RPP/Teaching Module, LKPD, Student Book components are at an average of 2.95 for assessor I and assessor II. With criteria 1 is not good , 2 is good, and 3 is very good. This shows that the validation results show that 92.6% of the model components can be used or are feasible in model development research .

5. Implementation

The implementation stage is the stage of using the production results of the VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook which has been created during the implementation of the intracurricular learning process for fourth grade elementary school students to instill student character. Students in class V at SD Muhammadiyah 2 Babat will be divided into two study groups, A consisting of 20 students and B consisting of 20 students, to test the growth of the Al-Quran Reading Skills . Two of the author's partner's observers observed the fourth-grade teacher at SD Muhammadiyah 2 Babat for this study.

Based on teacher observations using the 4C-based Al-Islam and Muhammdiyyaan character education model, it shows that the average is 9.30 with a presentation of 94%. Teacher observations to see the effectiveness of learning. This teacher observation has several criteria, namely application, practicality and teacher understanding. This shows that the teacher's response to using the Treffinger model based on *hybrid learning* is suitable for use.

Student Learning Outcome Tests (THB) in classes A and B are seen from the increase in Meetings I and II to see the effectiveness of learning

Learning outcomes tests I and II showed that there was an increase from meeting I to meeting II. Evidence of an increase is shown by the average result at meeting I, namely 78.5 and meeting II, namely 88.8 and in class B, meeting I, namely 76.9 with an increase at meeting II, namely 96.7. The increase in THB in class A is by a percentage of 83% and class B is 86%.

Based on teacher observations and student learning outcomes tests, it is proven that testing the effectiveness of the model is deemed feasible. This is proven by the implementation of the VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook. carried out by the teacher. This results in increased student learning outcomes.

After successfully assessing the validity of the model and its components as well as revising the model, a trial and implementation of the model and its components was then carried out to obtain results of the effectiveness of the VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook. Next, a practicality test is carried out by looking at student responses, namely:

Based on student responses to see the practicality of the Al Islam and Muhammdiyaan-Free 4C character education model VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook shows that it is feasible. with criteria 1 less, 2 suitable, and 3 very suitable. With 20 students in class A and 20 students in class B. This is proven by the average response, namely 2.92 with a percentage of 96% of the criteria of being interesting, fun and flexible. The expert validity test of the model components achieved a percentage of 92.7%, according to research data that form the basis of this study's discussion. The model's effectiveness test was seen from teacher observations and student learning outcomes were declared adequate with a teacher observation percentage of 94% and student learning outcomes with an average percentage of 84%. The practicality test of the model shows that it is feasible, seen from student responses with a percentage of 95%.

VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook in the validity test, effectiveness test and practicality test is declared feasible. The research's findings can address the issues raised by the VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook.

Learning can be trained to acquire the 4C competences needed to face the 21st century. 1) Students can be trained in critical thinking by using a teaching strategy that teaches them how to solve problems. From the research results, it is proven that the Al-Quran Reading skills can become the latest output model for elementary school students in improving student in SD Muhammadiyah 2 Babat

Based on the findings of large group trials with 17 students divided into 3 groups, each with 6 pupils: 2 groups of 6. And 1 group consists from 5 person student obtained a result of 89.57% with a percentage obtained in the interval 81%-100% is included in the very feasible qualification.

VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook to Improve Al-Quran Reading Skills Shall be developed utilizing the Plomp development model, which is broken down into five stages: (1) preliminary investigation or initial study; (2) design; (3) realization/construction; (4) expert validation test, trial, evaluation, and revision; and (5) implementation. The results of the research that has been carried out show that the results of the expert validity test of the model components are declared feasible with a percentage of 96.7%. The effectiveness test of the model was stated to be good by looking at the results of teacher observations and learning outcomes tests. These results

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show a percentage of 93% in teacher observations and 83% in student learning outcomes. The practicality test was declared good by looking at the student response results, namely 97%. Based on the validity test, effectiveness test and practicality test, the development of the VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook to Improve Al-Quran Reading Skills of Elementary School Students is suitable for use.

CONCLUSION

In essence, Al-quran Reading Skills is a teaching method that seeks to develop pupils' moral fiber. Current educational progress is influenced by the value of Readsing skills. The Independent Curriculum requires students to be able to develop characters that are able to change the next generation to be virtuous, have good attitudes, and be able to carry out worship well. Good student Al-quran Reading Skills is able to advance our nation to become more advanced, not only in terms of knowledge.

Implementation of the VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook is very effective in 21st century learning. The following is the implementation for teachers who will apply the education model, namely:

1) First, make sure you know the Al-quran Reading Skills r and initial skills of students by observing at the beginning of learning activities

2) Second, make sure to create an environment that encourages collaboration and active thinking. Utilize the values of faith and morals to involve Al-quran Reading Skills.

3) Third, keep learning objectives flexible and encourage students to achieve Al-quran Reading Skills

4) Finally, make sure to provide adequate support related to student character throughout the process Al-quran Reading Skills, so that they can fully achieve the character VARK (Visual, Auditory, Read/Write and Kinesthetics) Model Based on Digital Scrapbook

With this scrapbook technology-based learning, it is easier for students to understand each reading of the Qur'an and the values contained therein, children can learn anywhere and anytime so that they are more skilled at developing various learning resources. The learning process does not have to bring students and teachers face to face, but can also use the internet and others.

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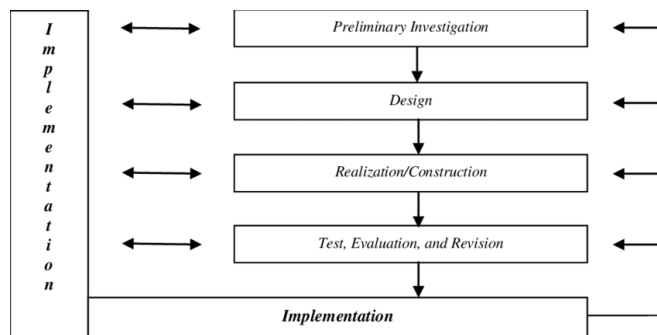
Ari Susandi

VARK (Visual, Auditory, Read/Write and Kinesthetics) Model with
Digital Scrapbook for Improving Al-Quran Reading Skills.

LIST OF FIGURES

Ari Susandi

VARK (Visual, Auditory, Read/Write and Kinesthetics) Model with
Digital Scrapbook for Improving Al-Quran Reading Skills.

Figures 1 / Design ADDIE

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VARK (Visual, Auditory, Read/Write and Kinesthetics) Model with
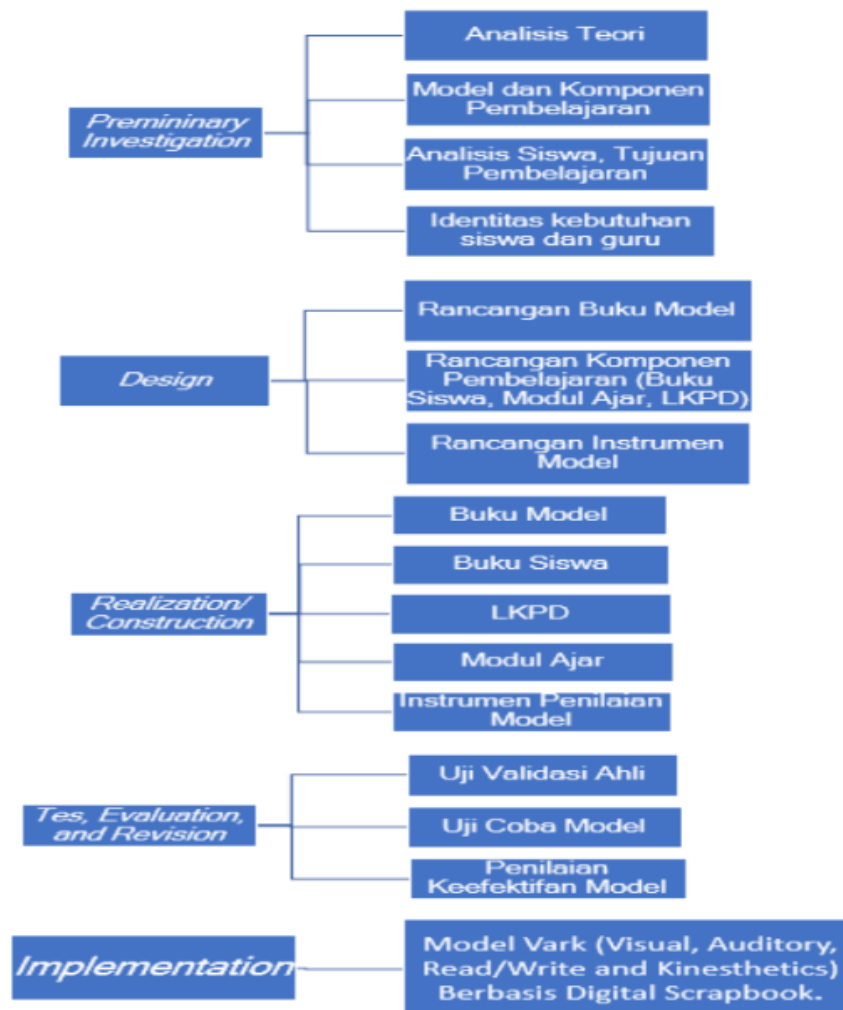Digital Scrapbook for Improving Al-Quran Reading Skills.
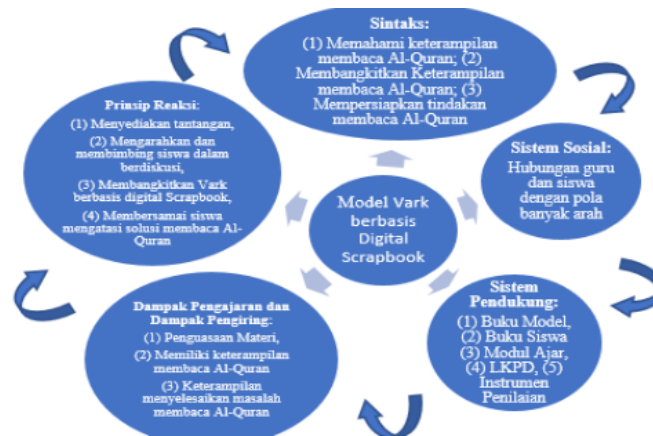
Figures 2 / VARK (Visual, Auditory, Read/Write and Kinesthetics) based on digital scrapbook

Ari Susandi

VARK (Visual, Auditory, Read/Write and Kinesthetics) Model with
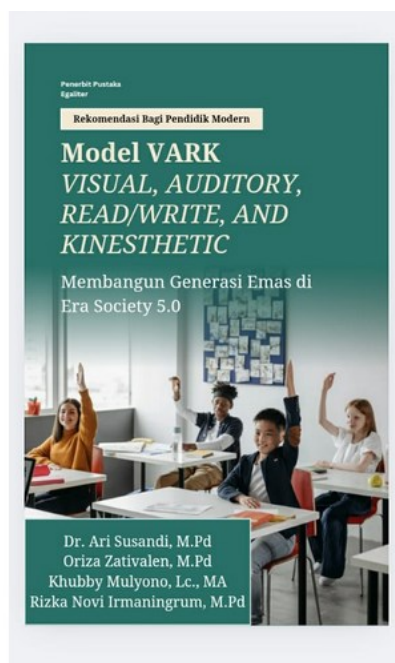Digital Scrapbook for Improving Al-Quran Reading Skills.

Model Vark (Visual, Auditory, Read/Write and Kinesthetics) Berbasis Digital Scrapbook	**Pendekatan Pembelajaran** (Berpusat Kepada Siswa/ Konstruktivistik)
	Strategi Pembelajaran (Project Based Learning, Creative Problem Solving, Inquiry)
	Metode Pembelajaran (Ceramah, Tanya Jawab, Diskusi, Pemberian tugas, Proyek, Pemecahan masalah, dan lain-lain)

Figures 3 / Relationship between Models, Approaches, Strategies and Methods

Ari Susandi

VARK (Visual, Auditory, Read/Write and Kinesthetics) Model with
Digital Scrapbook for Improving Al-Quran Reading Skills.

Figures 4 / Flowchart for Development of the 4C skills-based Al-Islam and Muhammadiyah character education model

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VARK (Visual, Auditory, Read/Write and Kinesthetics) Model with
Digital Scrapbook for Improving Al-Quran Reading Skills.

Figures 5 / ISBN Cover of Character Education Model Book

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VARK (Visual, Auditory, Read/Write and Kinesthetics) Model with
Digital Scrapbook for Improving Al-Quran Reading Skills.