

Contribution of English Teachers in Improving Religiousness Students at Islamic Boarding Schools

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Diterima	23	Pebruari	2024
Disetujui	19	Juni	2024
Dipublish	19	Juni	2024

Abstract

The extent of the quality and capacity of a teacher determines success in education. A good teacher can become a subject teacher, but also a teacher who can educate his students until they achieve objective education, that is, giving students intellectual skills at a time embedding religious, ethical, and national values. This writing means to see English language education teachers' contribution to increasing religious students' knowledge and attitudes at the Boarding school Biharul Ulum. Study This nature discriminates empiricist who sees contributions from the cognitive and affective realms. Research results find that English education teachers Can make significant contributions in adding knowledge and attitudes to religious students. The cognitive contribution was made by entering religious materials in English lessons and stage discussion entitled religious use. Whereas contribution is effectively done by embedding spiritual and social values through communication and guidance in the use of English as a language of familiarity. This teacher's contribution shows that if two eyes lessons or more can be integrated into the frame, it will increase knowledge and religious attitudes.

Keywords: English teacher, Religiousness, Islamic boarding school

Introduction

Progressing the nation in the present and future is very determined by How that country manages education. Because of society, a quality and productive nation can only be generated from the existing system of education Good. Because there's almost no Possible acceleration, a nation can materialize in the future without being supported by progress in education. Education is always associated with an investment period, which is very valuable and valuable The sublime will determine the retreat of a nation. In other words, the improvement quality is something the nation is a whole business enhancement quality source man compared only resting or relying on natural wealth which is owned a country that is experienced will reduce even

finished. Enhancement source Power man That only will achieve one of them through an emphasis on the importance of the Education sector.

Some factors in education determine the enhancement of quality education. However, the main factor thing that can be done to increase the quality of education is a teacher. The teacher's position is always at the forefront in the entire process of creating enhanced quality source Power Man. Because the teacher is directly facing the participants learning in class through the learning process. This is where the teacher plays a role. Not only becomes a source of knowledge but also becomes a whole figure created by role models and examples by students. Besides that, teachers must also be motivators,



facilitators, designers of learning, and inspirations for participants to educate.

In their capacity as educators, teachers are responsible for knowledge and character. Students can achieve objective education: become independent, responsible human responsible, creative, knowledgeable, healthy, and have noble morals (character). Because of that, in managing class and environment schools, teachers are faced with demands to ensure that activity Study Teach No only focuses on academic aspects but also on the formation of solid character and preparing students to face various challenges in life every day that will be faced in the future come.

The whole objective of education will be achieved by strengthening and cultivating values and character for children and students, especially in religious knowledge and diverse student attitudes. At this limit, the teacher does not have enough answers to form and convey values, ethics from materials, and religious order so students can own moral integrity and responsibility to answer socially. Religious education such as this is critically implanted as early as possible so students also have good character.

Only with good character will students, then to the front he will do things that are appropriate, good, and right according to agreed ethics in public. Students will also become personal, Which can guard harmony between each other and always be good people. On the other hand, if breaking, he will understand Because he will experience uncomfortable things, from the properties it has, such as not being liked and not respected by others, to the point of being strict, like violating the law. If overall character can be understood and internalized in self-implanted students through religious values, then in the future, students will be capable of participating in a successful and serene life in society.

Internalization of religious values and knowledge as effort formation character student No only is not quite enough answered the field teacher religious studies only. Forming character through religion is not quite enough to answer all teachers. In essence, all teachers play a role as a model and role model providing examples of desired behavior in religion, as well as always trying to create an environment supportive of learning and the development of character. With pattern interaction every day in class, teachers who understand religious values can form patterns in thoughts and behaviors in students, give guidance, and teach values to help them become responsible individuals responsible and ethical.

This writing is limited to the contribution of educational teachers of the English Language in increasing the knowledge of religious students at the Boarding school Biharul Ulum, located in Maen Village East Likupang, North Minahasa, which has stood since 2005. Students attending school on site This is in addition to being educated with religious knowledge, also gained lessons from others, including therein lesson Language English. Students who study and teachers who teach at the Boarding school Are required To use Muslim fashion and follow the rules that apply at the Lodge Boarding school Biharul Ulum. Additionally, in every eye lesson to be taught by eye teachers, lesson There are obligations conveyed by the leadership of the Boarding school For choosing materials lessons learned to increase the knowledge of religious students. Obligation That is not limited to eye teachers only religious lessons but also to other teachers who have relevance to the lessons they taught.

Methods

Types of research This use method studies descriptive qualitative. According to



Sugiyono, something study qualitative is A fruitful research theory new, even in the research process. No can be determined in a way Certain Because when directed to the field, there is a possibility of change theory from what was found during the study. Naturally, the hints that the study's qualitative nature is flexible and can changed by the reality on the ground Because the type of study depends on a natural process.

Research This will focus on data collection _ naturally and will be reported in descriptive word form. A study was held at the cottage Boarding school Biharul Ulum of Maen Village East Likupang, North Minahasa. The subject study is a language teacher in England and students in Cottage Boarding school Biharul Ulum. Instrument research used form sheet interviews and observations To get data. After getting data, researchers start processing data using the Miles and Huberman Technique through three-stage implementation: data reduction, data display, and data. Metode penelitian mencakup pendekatan penelitian, teknik pengumpulan data, jenis data dan teknik analisa data.

Results and Discussion

Religious Education at The Biharul Ulum

Religion in Arabic is translated with the word Din; in English, it is translated with religion. Meanwhile, in Dutch, translated with the word religion originating from In Latin religion, while religion in Indonesian means belief (in God, God, and so on) as well as devotion and obligation-related obligations with trust. (Mubarok, 2008, p. 25)When linked with Islam becoming the religion of Islam, then by al-Syahrastani, the word din or religion is interpreted as something God rules with will yourself, for reach a kind life in the world and happiness later in the afterlife. (Mubarok, 2008)When religion is devoted to getting additional and becoming terminology Islamic

religious education, then term That will mean something effort educates students Islamic teachings and the values it contains to become views and attitudes life. Islamic religious education aims To help somebody or a group of children by instilling and developing Islamic teachings and values to make them view their lives. (Mahmudi, 2019)

Learning Islamic teachings in Boarding School Biharul Ulum has two categories: formal and informal education. Formal education is done in the morning day until the Afternoon day with a classic model with Madrasah Tsanawiyah (MTs) level school intermediate first and Madrasah Aliyah (MA) level school intermediate above that will obtain a formal diploma as well. Informal education is done outside of timetable formal education, in the form of habituation Salat congregation, bringing the Koran, studying together, exercise make a speech, defending self, and exercising. Mainly, informal education is educating students To get used to carrying out existing obligations regulated in the Islamic religion. That matter is all done as business aware. For a guide to direction formation, the personality participant educates systematically and pragmatically so life through Islamic teachings and the happiness of the next world, called the Islamic religion, happens.

Religious learning at the Boarding School Biharul Ulum involves acquiring knowledge from students and includes the development aspect of emotions and values in self students. In context, this is learning often grouped into three realms: cognitive, affective, and psychomotor, as Bloom's Taxonomy conceptualizes. (Hamzah, 2012)The cognitive domain is related to mastery of knowledge and understanding. The physical, temporary realm of affective related to the development of attitudes and values in the affective realm discusses aspects of



emotional and shaping values and attitudes of students. The affective domain covers feelings, values, motivations, and attitudes, playing a role in developing the character and behavior of social students. For example, attitude in the realm of affective covers awards to moral values, motivation in the study, and development attitudes like not enough responsibility, empathy, and tolerance. The Psychomotor Domain is more aimed at physical and motor skills, such as fine motor skills, fine and gross coordination, and manipulation of objects, like writing, painting, speaking in front of generals, and various activities.

From the description above, there is a description that education at the Boarding school Biharul Ulum is related to filling students with knowledge. Still, it is also about form, heart, and character. Holistic understanding third realm This possible education becomes more in-depth and comprehensive. Teachers create academically intelligent individuals with positive attitudes and values when facing challenging lives. Because of that, every inhabitant study must be responsible for achieving three realm skills. Special teachers at school can contribute to providing knowledge, formation skills, and the development of positivity towards students.

Because of the teacher's mission at Boarding School, Biharul Ulum's task, besides teaching eye-assigned lessons is her obligation to motivate, give inspiration, and create an environment conducive to learning. Teachers are also required role as guides, help students overcome challenges, and form character for an empowered future, including language teachers English. Ratminingsih, in a way more especially language teachers English, own at least five roles in Suite Learning Language English, namely teacher as controller, encourager, assessor, source, tutor, and advisor for student. (N.M., 2017,

pp. 42–43) The fifth role is to contribute to improving the ability of English language students; meanwhile, the contribution of others is capable of being a religious student during on-the-bench school. The results will be obtained. Suppose the fifth role is to walk with OK. In that case, the students he teaches, besides their language abilities Good English will also have character and reasonable religion, like diligent carrying out religious rituals, loving others, and respecting differences with other people.

In the form of character students, English teachers, like teachers in general, mainly aim to educate students To become mature. When a student has matured, he can bring himself on the pattern and think more forward, which will produce benefits for life. (U et al., 2017, p. 72) Tasks, especially language teachers in England don't teachers duties to increase the Skills of English students as a global language so students can communicate with others who speak English with sound. Somebody has taken a step to interact globally regarding one's skills, language, and good English. That is not the case; they are limited again by boundaries.

Teacher's Contribution In The Cognitive Areas

Contribution originates from the Language English contribute, meaningful contribution participation, engagement, involving self or donation, fine form material, whatever form action. Contribution action is a behavior carried out by someone who positively or negatively impacts a party. Including in contribution is also giving or following sharing in some activity. A good form of information, ideas, and energy to reach something planned. Suppose the contribution is linked with the language teacher's contribution to English in religious education. In that case, That means language teacher involvement in English in mentoring, teaching, and formation of character student in students' religious knowledge. This is where the teacher plays the role of a teacher who delivers knowledge and a facilitator in creating an



environment conducive to learning by the eye lesson. Language England does not only focus on knowledge academically but also on the formation of personal students For success in life.

Contribution of language teachers English embeds Islamic religious values in the realm of cognitive student is something effort embeds the ability of intellectual student To think, understand, know, and solve deep problems bloom aspect taxonomy cognitive shared become six levels of thought processes, knowledge, understanding, application, analysis, synthesis, and evaluation, esp in field of Islamic religion. Aspects of cognitive learning focus on intellectual activity, like understanding concepts, applying knowledge, analyzing information, and evaluating results. In forming an understanding of students Cottage Boarding School Biharul Ulum towards the Islamic religion within the context realm, the language teacher uses several methods: (1) selection material contextual learning, i.e. with choose literary texts or article language England has context with knowledge of Islamic religion; (2) hold Discussion and Debate Islamic Religion Topic; which allow student state view them and discuss understanding of the Islamic religion.

In trouble, religious material, then to maximize understanding, students at Cottage Boarding School Biharul Ulum in Skills Language English understand religious studies. An English language teacher compiles materials that link with planting Islamic religious values. The selection method material is based on two goals: teach Skills in reading and understanding the substance of what he read. Reading is based on the competency to be achieved in Islamic religious learning, which includes aspects of Islamic history, understanding the Koran and hadith, cultivation of creed morals, and the practice of worship (religious rituals or jurisprudence). The term Islamic Religious Education (PAI) refers to various levels and types of education that are in the scope of the Koran and Hadith, faith, morals, fiqh, and the history of the culture of Islam. (Nanang Faisol Hadi, 2022)

The religious material taught and provided by the language teacher English For students Cottage Boarding school Biharul Ulum as base increase knowledge cognitive is as follows:

Table 1: Contribution of Cognitive Religious Material

Topics	Issue	Method
Muhammad Prophet	History	Reading and Comprehension
Source of Islam	Quran Hadith	Reading and Comprehension
Allah is God	Creed Morals	Reading and Comprehension
Prayer in Islam	Fiqh	Reading and Comprehension

Student Cottage Boarding School Biharul Ulum positively reacts to the learning model carried out by language teachers in English. There are some profits according to who they get; first, profit can Study English and mention the word or sentence in English with Correct. Profit others can know usual terms mentioned in Arabic becomes term in Language England like term *bismillahirrahmanir* Rahim become know in Language English with designation In the name of Allah. Prayer terms with prayer, the term Prophet with the prophet, *Assalamualaikum* with The term peace be upon you is like that.

Apart from teaching about material that correlates with religious knowledge, still in the cognitive realm, language teachers in England also invited students To discuss related materials with knowledge religious students. Discussion methods applied by language teachers in English to give religious knowledge to students contribute significantly to developing critical thinking skills. In discussion, students invited To analyze, evaluate, and conclude based on their arguments and evidence and put it forward. This matter helps them develop logical, analytical, and reflective thinking skills. (Ridwan & Mustofa, 2023) Discussion method can also grow attitude positive to differences and diversity that occur moment arguments between students through the use Language English.

As for the discussions of the material offered by language teachers, English For discussed in circles student Cottage Boarding school Biharul Ulum is as follows.



Table 2: Contribution Cognitive Discussion

Religious		
Topics	Time Duration	Method
Islam and Science	30 minutes	Discussion
Challenges of Islamic Youth	30 minutes	Discussion
Islamic Modernity	30 minutes	Discussion

For students at Cottage Boarding School Biharul Ulum, activity discussion in Language English is heavy work for them. Those in charge answered as amateurs and then requested to prepare text translated from Language England; meanwhile, participants requested to prepare themselves to ask or refute arguments presented by the presenter. Overall, I submitted and answered in Language English. Profit in material Language English discussions held in Language English can get used to student Cottage Boarding school Biharul Ulum explained something in a way reflective in Language English. To embed religious values, students have memorized several incidents in Islamic history and challenged people's religion in the future.

Teacher Contribution in The Effective Areas

Different with somewhat cognitive easy For explained and worked on, realm affective including realm ongoing education challenging For done in a way operational. Most assessments in school place more emphasis on likely outcomes and evaluate ability in cognitive aspects. Evaluation in aspects affective and psychomotor is often ignored because of course, realm affective is very closely related to something relative value challenging to measure and assess. (Jundi & Dalle, 2022)Because of that, learning that emphasizes the domain of affective is applied with different learning strategies in cognitive and psychometric domains.

Affective Alone originates from the Language English affective, which means

related domain with values and attitudes. According to Popham, realm affective is something related to emotions, feelings, attitudes, heart, and systems showing value reception, or rejection of something, including something appreciation and adjustment feeling. (Rozak, 2016)If the limited realm affective this, then the affective area covers interests, desires, feelings, values, attitudes, and emotions the participant educates to learning achievements from affective participant education demonstrated by his behavior to learning That Alone. Tiers realm affective at least includes five hierarchical levels, namely: receiving (introduction), responding (giving response), valuing (rewards), organization (organizing), and characterization (practice). (Darmadji, 2011)

When the realm is practical, this brings an effort to embed deep religious values in learning the English language at school. In a way, general can share in two parts: spiritual attitudes and social attitudes. Spiritual attitude is a realm of effective participant education realized through a relationship with God Almighty. Attitude is realized through interaction with participants educated about the environment around them. (Jundi & Dalle, 2022)In learning Language England in the Cottage Boarding school, Biharul Ulum is the one who puts it first in the realm of affective religious attitude in the context of internal religious ritual habits form of individual student worship in the Boarding school. Meanwhile, the attitude reflected in the connection pattern between students at the boarding school, Biharul Ulum, always sympathetic or empathizes with her friend's situation. Including honor exists differences and tolerance between they.

Subject matter For competence spiritual and social attitude as implementation realm affective No in a way explicit can be outlined in competence-base. Because of the realm, This



is not taught or memorized as competent cognitive and psychomotor inside spaces class or in various form activity. Although the competence-based realm effectively becomes a guide for internal teachers to convey and encourage spiritual and social messages to participants in the implementation of teaching, it is just based on the competency basis explained in the syllabus.

To build an attitude and lessons, English language teachers, like other teachers, always invite students to the Boarding school Biharul Ulum For Salat congregation after finishing eye lessons in class. Calling Salat together by a language teacher English to students always carried with an invitation to use Language English, like Let's pray, please go to the mosque. You can also do it to shut up and listen to the moment's call to prayer. Salat proclaimed to say, keep silent, don't speak, or listen to the prayer call. If you are in space class, yes, in text language English Al-Quran writing language teacher England too always ordered they read it with accurate (*tahsin al-qiraah*) new told him For translate in Language English with says read the holy Qur'an please! for others who don't currently read the Koran, language teacher England too ordered they silent with says keep silent, please.

Following These several greetings and commands that language teachers get used to English to students, Boarding school Biharul Ulum embeds a religious (spiritual) attitude, which is not only focused on aspects of the cognitive student but also comes in the realm of the effective student.

Table 3 Contribution of the Affective Domain
 Spiritual Attitude

Types of Attitude	Form	General word used
Attitude Spiritual	Greetings	assalamualaikum or Peace Upon You

		Good Morning
	Prohibition in worship activities (prayer, reading the Koran	Please don't do it It's no good So bad
	Orders in worship activities	It's good Allah loves you The best

Student welcomes Good methods used by language teachers English This embeds religious values in the realm of practical they. Although they only use short words in speaking with them, That makes students at Cottage Boarding School Biharul Ulum increasingly realize that good religious commandments must be done. There are also prohibited habits that don't work well that can be done. The language teacher in English has reprimanded some in a way Because they practiced Eating with position stood up; the teacher reprimanded them by saying it's forbidden to eat by standing or rebuking. If you Eat with a used hand, it says you don't eat with your left hand because the devil eats with his left hand.

Furthermore, habituation attitude good social towards other people, language teachers English every the day always ordered student Cottage Boarding school Biharul Ulum For greet other people if meet. When meeting, the English language teacher English requests students from the Boarding school Biharul Ulum To say their regards with the sentence Assalamualaikum and obligatory add greeting time such as good morning, thank you, welcome, and others. Regarding who should precede say hello, the teacher gives limitations if he would greet more of his age students, such as teachers or others, then the student must also greet him. If he greeted the same, the teacher said Students, For try. For each other, " and say hello, and if he greeted the student, he must answer, greeting them with Good.

To friends who aren't perfect in language English, students requested No insulting them. According to religious teachers, if a child thinks



it's wrong to say a word in the Language of England and later feels shame, then to front he No will Like English. To those who have their ability language, English with OK, then request That No behave arrogantly and constantly actively improve his abilities. I will share with the student to say congratulations and praise on the skills he has.

Following This, some words familiarized by language teachers English to student Boarding school Biharul Ulum For embed attitude social divided students to attitude in form greeting sympathy and empathy.

Table : 3

Contribution of the Affective Domain Spiritual Attitude

Attitude	Form	Words used
Social	Sympathy	Congratulations I'm also happy you deserve it
	Empathy	I'm sad too Allah is testing you I will always be with you

Methods taken by language teachers English embeds social attitude based on religious values; according to students, Boarding school can pound characteristic tolerance for differences within oneself and cultivate a loving darling between them. Apart from that, attitude and social skills instilled by language teachers in English can build the nature of cooperation and help students proceed together, especially in learning Skills in English. Students also, with their attitude and good social skills, can avoid themselves from insulting one another for other people's shortcomings.

Analysis of English Teacher Contributions

Teachers should have a strategic position in strengthening their character for participant education. That's why teachers don't only need to convey values character religious, but also must show examples through real action. The example shown by the teacher makes it easier for children to internalize values. A significant role is also important because the teacher is considered a worthy figure respected and emulated by the

participants so that whatever the teacher does will get justification from students. Teachers in Matas students work as role models for all children. The character, a teacher, is seen AK: An is very particular about the color personality of the child: Educate him. Participants will more easily understand values after getting reflected confirmation and affirmation of a teacher's behavior. Then, deep matter this factor, The teacher's (educator's personality plays a vital role in students' moral development. (Ramadani, 2019) In an attempt to enrich the understanding of students at Cottage Boarding School Biharul Ulum to Skills Language English at a time deepening Islamic religious studies in the cognitive realm, English teachers can develop an integrated approach. Approach This is based on the belief that teaching Language English can become an effective means For conveying the values and teachings of the Islamic religion to students. That matter started with the teacher compiling materials for deliberate learning chosen considering the connection with planting Islamic religious values. The main goal is to develop skills in reading (reading) students and ensure understanding of the substance of relevant reading with Islamic religious teachings. Reading material: This is based on desired competencies achieved in Islamic religious learning, including aspects of Islamic history, understanding the Koran and hadith, cultivation of creed morals, and implementation of worship and jurisprudence. Excess from approach This lies in good integration between eye English and PAI lessons, providing relevance and meaning in learning, as well as offering more understanding comprehensive through linkages direct with Islamic religious values. However, several challenges still appeared, like potency limitations material and the difficulty for fewer students of religion in understanding religious content so can happen to understand that does not wander between students. Because of that, though, integration of eye lessons is still essential for language teachers in English To guard the right balance between the English language and Islamic religious values. This impacts the understanding and development of English language students in a comprehensive way. In the affective habituation by English teachers on attitudes, religious student Boarding school



Biharul Ulum contributes to spiritual and social attitudes. The second attitude That English teachers routinely use gives limitations on the good and bad that are within Islamic religious teachings. If teachings told him to, then he must be seen as kind. On the contrary, if religion forbids it, then he must be seen as evil and must be abandoned. Habituation That has grown and produced cohesiveness attitudes desired positive outcomes for participants. It covers honesty, discipline, responsibility, care, politeness, and trust in self. Necessary application attitudes, context association, and daily existence become the focus, ensuring relevance and applicability are direct in the student's life. Here, the role of the English language teacher mentor in the direct application attitude emphasizes positive interactions between learning language and the development of character. The goal is to reach the ability of participants to educate, understand, and apply attitudes positively. Focus on ethics and social life emphasizes attitudes like honest and responsible answers, which create a base for the formation of individuals who contribute positively in public. Approach This gives a framework solid work For the development of social character to participants, with attention specifically on application values in life daily.

Form answers to questions and goals of study. The conclusion should be displayed as a paragraph, with no bullet points, and expressed in sentence statistics. If necessary, the conclusion can also be written in the section. Things will be done related to the idea further from the study.

Conclusion

In education, teachers become the determining factor in quality education because the teacher directly faces the participants in the learning process in class. In the hands of the teacher, the quality and personality of the participants' education formed. Therefore, inside education needs a competent, responsible, skilled, and dedicated teacher. The teachers in the Islamic boarding school environment must have skills that are not only fixated on giving knowledge or cognition to students but can also build mental, spiritual, and social traits that will help students become men of character.

Language teacher English in Islamic Boarding Schools Biharul Ulum, located in Maen

Village East Likupang in North Minahasa, has positively contributed to adding knowledge to students and changing attitudes. They become more religiously appropriate with their religious values. In the realm of cognitive to add knowledge to students, language teachers in English give materials that combine religion with Language England, incredibly incompetent reading students' foreign language (reading and comprehension) To develop capable conversing (conversation). The language teacher, English, chooses topics with religious nuances to become material discussion students in the Boarding school Biharul Ulum. Language teachers' contribution to English is seen in the teacher's efforts to instill religious values with spiritual attitudes and attitudes good social habits or who should abandon students in Boarding school.

The learning model used by language teachers in England got a response from students because they feel they get two pieces of knowledge at once: knowledge of religion and knowledge of linguistics. At this limit, English language teachers can combine two fields of study simultaneously. The advantage of this approach lies in good integration between eyes English and Islamic studies, which can give relevance and meaning to learning that offers more understanding and comprehension through relatedness directly by Islamic religious values.

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