



Teacher Strategies In Improving Islamic Education Learning Outcomes At Mdta Al-Athfal

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ABSTRACT

This research aims to identify teacher strategies for improving learning outcomes in Islamic Religious Education (IRE) subjects. Initial observations indicate that some teachers still lack optimal teaching strategies for achieving maximum learning results. Therefore, this study outlines several effective strategies that can be implemented. The research employed a qualitative method with a Field Research approach, conducted at MDTA Al-Athfal Lijajar, Ciwandan District, Cilegon City, Banten. The significance of this study lies in its contribution to Islamic education literature, specifically by providing practical guidance for educators to enhance the effectiveness of IRE instruction amidst various challenges. The study also highlights the importance of a holistic approach that integrates improved teacher quality, school standards, conducive learning environments, and the cultivation of good character. The novelty of this research lies in its identification and elaboration of four specific strategies proven effective at MDTA Al-Athfal Lijajar, a local context that may not have been extensively documented. These four strategies include: first, enhancing the knowledge quality of human resources (teachers); second, improving overall school standards; third, creating a comfortable and conducive learning environment; and fourth, instilling good character among students. These findings offer new empirical insights into best practices for improving IRE learning outcomes that can be replicated or adapted in similar educational institutions.

Keywords: Teacher Strategy, Increase, Learning outcomes.

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi strategi guru dalam meningkatkan hasil belajar pada mata pelajaran rumpun Pendidikan Agama Islam (PAI). Observasi awal menunjukkan bahwa masih terdapat guru yang belum memiliki strategi pembelajaran optimal untuk mencapai hasil belajar maksimal. Oleh karena itu, studi ini memaparkan beberapa strategi efektif yang dapat diterapkan. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan Field Research, dilaksanakan di MDTA Al-Athfal Lijajar, Kecamatan Ciwandan, Kota Cilegon, Banten. Signifikansi penelitian ini terletak pada kontribusinya terhadap literatur pendidikan Islam, khususnya dalam memberikan panduan praktis bagi pendidik untuk meningkatkan efektivitas pengajaran PAI di tengah berbagai tantangan. Studi ini juga menyoroti pentingnya pendekatan holistik yang mengintegrasikan peningkatan kualitas guru, mutu sekolah, lingkungan belajar, dan pembiasaan akhlak. Novelty penelitian ini terletak pada identifikasi dan elaborasi empat strategi spesifik yang terbukti berhasil diterapkan di MDTA Al-Athfal Lijajar, sebuah konteks lokal yang mungkin belum banyak didokumentasikan. Keempat strategi tersebut meliputi: pertama, meningkatkan kualitas pengetahuan sumber daya manusia guru; kedua, meningkatkan mutu sekolah secara keseluruhan; ketiga, menciptakan lingkungan belajar yang nyaman dan kondusif; dan keempat, membiasakan akhlak yang baik di kalangan peserta didik. Temuan ini memberikan wawasan empiris baru mengenai praktik terbaik dalam peningkatan hasil belajar PAI yang dapat direplikasi atau diadaptasi di institusi pendidikan serupa.

Kata Kunci: Strategi Guru, Meningkatkan, Hasil Belajar.

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A. INTRODUCTION

Education is very important, with education we will increase knowledge, experience, broad insight and skills. In education, there needs to be a teacher strategy to improve learning outcomes. Therefore, education has the principle to develop the potential of every human being. Educated humans will have a high dignity and degree. In the world of education must have success in learning. In the world of education, teachers also need strategies to develop the success of their students. (Supriyanto, 2021)

The presence of teachers in educational development plays an important role in the progress and decline of a country. Advanced teachers are an important resource for the education system. They have and will continue to contribute to creating a generation that is educated, skilled and ready to face the challenges of the future. The ability of teachers to work and fulfill their duties must be professional, considering that being a teacher is a job (Sidaruruk, 2023)

Success in educating and developing is not set in the various elements that play a role in the actual learning process. These parts include the teacher, the objectives, the office and the procedure or learning model itself. All parts complement each other. The failure of an educator in teaching should only rely on mastery of the content to be presented or taught to students without considering the most effective method for students in the learning process in the classroom. In learning PAI or Islamic religious education, there is a phenomenon that shows that Islamic religious education (PAI) still uses material in the implementation process. In general, teachers are still in a state of lack of capacity, causing the type of learning in the learning space to be less dynamic. Therefore, the procedure is less understandable.

In line with previous research written by Hasbullah, et al, transferring Islamic Religious Education learning outcomes includes skills, attitudes, and understanding that educators must have a learning methodology that will be applied. Understanding and knowledge of learning strategies is very important. because of its relationship with the approach that will be taken utilized to achieve the specified learning outcomes to achieve optimal results. Strategies for teaching and learning are determined. as planned to be implemented by teachers who use teaching resources to learners. The plan can be seen in the lesson plan then comes to the strategy. Therefore, teachers must be able to determine the approach that will be applied to the learning process being implemented. Of course, the determination of this strategy is adjusted to the level of progress of students' cognitive abilities (Hasbullah; Juhji ; Ali Maksum, 2019)

The previous literature review by Eva Safitri, Ema Pariati, Eko Nursalim entitled Teacher Strategies in Improving PAI Learning Development in 2023 stated various strategies used by PAI teachers to improve PAI learning development, including the application of interactive methods, utilization of technology, relevance of material to students' lives, cooperation with external resources, facilitation of open discussions on religious issues, formative assessment, and use of feedback (Eva Safitri et al., 2023)

The next literature review by Nik Haryanti, Rochmat entitled Teacher Strategies in Improving Student Learning Achievement in Islamic Religious Education Subjects at MA

Ma'arif Bakung Udanawu Blitar in 2023 The results of his research are 1) Reflective strategies applied by teachers in learning to improve student learning achievement in PAI subjects at MA Ma'arif Bakung Udanawu Blitar are carried out by: a) teachers bring different experiences into learning, b) helping students understand the material based on their experiences c) the quality of the tasks given by the teacher, demanding the involvement of the thinking process, and requiring evaluation, d) teachers condition students in the learning environment including facilitators of the implementation agenda, space and time of implementation, with a supportive learning environment, student learning achievement will be able to improve well. 2) Expository strategies applied by teachers in learning to improve student learning achievement in PAI subjects at MA Ma'arif Bakung Udanawu Blitar, by: a) preparing all material readiness, b) emphasizing material through lecture and question and answer methods. c) giving good examples or role models to students, 3) heuristic strategies applied by teachers in learning to improve student learning achievement in PAI subjects at MA Ma'arif Bakung Udanawu Blitar by delivering a) teaching materials. b) The implementation begins with an apperception in advance and provides direction on the purpose of the material (Haryanti & Rochmat, 2023)

B. METHOD

This research employs a qualitative research method, which is deemed most appropriate considering the objective of the study—namely, to directly analyze and understand the actual conditions within the school environment. Qualitative research enables the researcher to immerse themselves in the field, interacting directly with the object of study, thus allowing for the collection of rich, in-depth data and detailed information. Through this approach, the researcher is better able to identify the real problems and potential that exist in the educational setting. A qualitative method emphasizes the importance of the process in its entirety (holistic), examining the interrelatedness between variables within the research object. It also highlights the interactive and dynamic relationships among the various components being studied, making it ideal for educational research that aims to explore the depth and complexity of teaching and learning environments.

This study is specifically conducted at MDTA Al-Athfal Lijajar, located in Kubang Lumbra, Tegal Ratu Village, Ciwandan District, Cilegon City. The researcher applies several data collection techniques to ensure a comprehensive understanding of the subject. These techniques include in-depth interviews with school staff and relevant stakeholders, careful documentation review, and direct observation of the learning environment and daily school activities. Each of these methods contributes to building a nuanced and contextual picture of the school's conditions and the educational practices in place.

For the data analysis process, the researcher utilizes the model developed by Miles and Huberman, which involves four key stages: data collection, data reduction, data display, and conclusion drawing or verification. This analytical framework supports a systematic and rigorous approach to organizing and interpreting qualitative data, ultimately allowing the researcher to draw meaningful conclusions based on the findings observed in the field.

C. RESULT AND DISCUSSION

In the MDTA Al-Athfal environment, a tafsir teacher named Mr. Hamriri explained about a good teacher strategy in the learning process in this place to achieve maximum learning

outcomes, namely with 4 strategies, first by increasing the quality of human resource knowledge in teachers, second by increasing school quality, third by creating a comfortable and conducive environment, fourth by habituating good manners. These strategies have been implemented in this school.

While in another opinion states that the teacher's strategy includes in the learning process the teacher makes a concept of teaching and learning activities, starting from planning the material to be conveyed and adjusted to the syllabus, delivery strategies, to preparing learning media (Lailatul Mubarakah, 2022) and (Sukino, 2019).

Strategy is a deliberately planned and determined pattern for carrying out activities or actions. The strategy includes the purpose of the activity, who is involved in the activity, the content of the activity, the process of the activity, and the means of supporting the activity (Majid, 2013) In the educational context, strategy is defined as "a framework for present and future actions, sustained by strategic thinking about medium to long-term goals, and aligned to school vision or direction (Davies, B., & Davies, 2006). In the field of management, strategy is described as "the formulation of basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals (Chandler, n.d.).

According to Syaiful Bahri Djamarah and Aswan Zain, strategy is an outline of direction for action in an effort to achieve predetermined goals. If it is related to teaching and learning, the strategy can be interpreted as general patterns of teacher-student activities in the realization of teaching and learning activities to achieve the goals that have been outlined (Syaiful Bahri Djamarah and Aswan Zain, 2010) Based on the quote above, it can be concluded that a strategy is a way or a series of systematic actions taken to achieve learning objectives so that it can run effectively and efficiently. By using a good strategy, it is expected to get good results from each predetermined goal.

The Teacher's Strategy in Teaching Islamic Education in Schools

The Teacher's Strategy in Teaching Islamic Education in Schools is an effort planned and determined by the Islamic Education teacher in preparing students to learn, understand, believe, and practice Islamic teachings through guidance and teaching activities in accordance with the teachings of Islamic law so that it can be formed according to the objectives.

There are two types of learning strategies according to Rowntree, as cited by Sanjaya, namely; exposition-discovery learning and group individual learning. Exposition-discovery learning is the unification of two different strategies, which exposition is more about delivery, which discovery learning is a learning effort to find / discover. Combining these two strategies, it means placing the teacher as a conveyor of information and placing students directed to seek and find their own subject matter through various activities. Meanwhile, the teacher's role in the discovery strategy is only as a facilitator and guides students in learning (Hamid, 2020)

Some teacher strategies in teaching can be applied in learning Islamic Religious Education can be derived into several methods such as giving examples, giving advice, habituation, lectures, questions and answers, discussions, and demonstrations (Hasbullah; Juhji ; Ali Maksum, 2019)

The following is about the importance of exemplary in education, as exemplified by the Prophet Muhammad SAW and the role of the teacher as a role model for his students:

Exemplifying Rasulullah SAW as an Educator who Facilitates: Yuniendel and Nelwati (2022) discuss how Rasulullah SAW implemented an approach to education that facilitates,

covering cognitive, affective, and psychomotor aspects. This easy education becomes an exemplary model in the learning process (Nelwati, 2022). Exemplary Teachers in Educating Students: Master of Pedagogics, Faculty of Education, University of Education Indonesia (2023) emphasizes that teachers who demonstrate integrity, honesty, and empathy can influence students to internalize these values, thus forming positive character and behavior in students (UPI, 2023)

Teacher Exemplary as a Means of Implementing Student Character Education, Sutisna, Indraswati, and Sobri (2019) state that the success of character education in schools depends on the extent to which teachers can be role models for their students. Teachers with character will be more effective in shaping students with character as well (Sutisna, Indraswati, 2019). Exemplifying the Leadership Style of the Prophet Muhammad SAW in Islamic Education. Mujahid, Azis, and Chabib (2025) review the leadership style of the Prophet Muhammad SAW which can be used as an example in Islamic education, including fairness, patience, and wisdom that are relevant for teachers in educating students (Mujahid, Azis, 2025). Educative Values in the Leadership of the Prophet Muhammad, Kuswadi (2020) discusses how the leadership of the Prophet Muhammad SAW which includes educative values can be an example for educators in shaping good student personalities (Kuswadi, 2020)

Good attitudes exemplified by educators will affect the learning process carried out. A good example of character will be formed from the teacher's example. This character can be reflected in good manners and good deeds in everyday life. The importance of instilling in students the values of exemplary, regardless of whether they understand it, Students will always observe and model the actions of their teachers, both verbal and other actions.

The exemplary method has greatly influenced and determined the progress of strict Islamic teaching. A good image, realized or not, of a teacher for his students will provide increased educational potential. Thus, if a teacher behaves well, then his religious beliefs are reflected in his daily life. It does not weaken the student's ability to learn. It is mentioned in the Qur'an that the one who speaks of goodness while he does not practice it is indeed very hated by Allah. This explanation may have some truth. used as an illustration, preferably by teachers, it must be practiced, because it will be an example for students (Hamid, 2020).

a. Giving Advice

Advice is a way to learn. at school which is considered quite effective in fostering faith among students, preparing their souls, behavior, and sense of sociality. Advice can also be called pituah. Pituah may have a tremendous impact in educating students about the true meaning of things, encouraging them to do good, and providing wisdom so that they are aware of the basics of Islamic practices and teachings.

Giving individual advice to students that in the learning process the teacher should give advice as a reminder for them to become a generation that serves the nation and has noble character. Furthermore, as for the form of implementation of giving this advice is the giving of advice by educators to students individually about how to become a good human being in the eyes of Allah SWT and humans. And with this strategy it can be used as our reference and our steps in teaching how to be a human being with good morals (SEKOLAH DASAR Fitriani et al., 2015)

Habituation is one of the educational learning strategies. Because Islam can be embraced, the basics of the Repetition method are habituation. Student activities that are repeatedly taught the same material will eventually emerge a pattern. This is in

accordance with Minarti's view which concludes that nothing is missed. Today's student activities will be repeated the next day, and so on. In doing habituation to students, it cannot be done instantly, it must go through a long time and requires stages that are not short, and there must be support from various parties, namely family, teachers, and society (Ultra et al., 2020)

Teaching PAI Strategies with lectures is a conventional approach, or this approach is commonly used by educators. This approach is utilized for oral communication between students and teachers in the teaching and learning process. Although in effect the lecture method is just oral learning, its presence is very important for educators to implement it who are domiciled far away or in rural areas that are constrained by technology.

Lecture is a method used to convey information or information or description of a subject matter and problems orally. This lecture is in the form of explaining concepts, principles, and facts, at the end of the lecture it is closed with questions and answers between lecturers and students, however, at advanced schools the lecture method can be used by teachers, and this method is varied with other methods (Moch. Yasyakur, 2016).

b. Question & Answer

There are advantages to Q&A, as follows: (1) there is an active learning exercise because students and teachers are directly involved in the learning process, (2) it can provide an increase in student interest in the learning process. teaching in the classroom, and (3) develop basic, imaginative, and orderly thinking in practice (4) Teaching and learning can give rise to the ability to express points of view in public, (5) can contribute to students using previous experience to discover something new.

D. DISCUSSION

A discussion strategy is the presentation of the subject delivered by the educator by giving the possibility to students or a group of students who hold discussions by stringing sentiments and making conclusions drawn from various problem-solving options found.

Demonstration. Demonstration is an effective learning technique that involves presenting examples or illustrating concepts in a practical and visual manner to enhance students' understanding and comprehension of a particular idea or subject matter. This method allows learners to see directly how something works or how a process unfolds, making the learning experience more concrete, engaging, and easier to grasp. Through demonstration, abstract theories or difficult materials become more accessible, as students are provided with clear, structured information that helps them connect theory to real-life applications. This technique not only improves cognitive understanding but also supports the development of critical thinking and problem-solving skills. Both teachers and students can apply demonstration strategies in everyday educational interactions to make learning more meaningful. Supporting this, Haeriah in her work outlines several strategies used by Islamic Education (PAI) teachers to improve student learning outcomes. These include the use of demonstration methods to simplify complex religious concepts, the integration of real-life examples to enhance spiritual relevance, and the application of active student participation in the learning process. Such strategies are believed to not only boost academic achievement but also foster deeper moral and religious values, as students are guided through interactive and reflective learning experiences (Bulu et al., 2022)

Motivate. Motivation is a crucial driving force that encourages students to engage actively in the learning process. It serves as the internal energy that pushes learners to strive for success and improvement in their studies. When students are motivated, they develop a genuine interest in the material being taught and are more likely to participate actively in class. Motivated learners approach their lessons with a positive attitude, showing greater commitment and enthusiasm. They tend to be more persistent in overcoming academic challenges and less likely to give up when facing difficulties. High levels of motivation often lead to increased concentration, better learning outcomes, and stronger academic performance. Moreover, motivation fosters self-discipline, allowing students to manage their time effectively and complete tasks diligently. In short, student motivation plays a vital role in shaping a meaningful and successful learning experience.

Varied Learning Methods. Varied learning methods are essential tools that every teacher should possess in the teaching and learning process. These methods serve as different strategies or approaches that enable teachers to engage students in meaningful ways. By using a variety of methods, teachers can address the diverse learning styles and needs of their students. It also helps maintain students' interest and motivation throughout the lessons, making learning more dynamic and enjoyable. A well-chosen method allows for more effective communication of material, promoting better understanding and retention. Ultimately, the use of varied learning methods contributes to achieving learning goals in an efficient and impactful manner.

Good class management Good class management is a key responsibility that every teacher must master to ensure effective learning takes place. Teachers are expected to organize and control the classroom environment in a way that promotes order and discipline. Proper class management helps create a positive and conducive climate where students feel safe, respected, and focused. It also minimizes distractions and prevents behaviors that may disrupt the teaching and learning process (KBM). When the classroom is well-managed, students are more likely to engage actively and participate in learning activities. In the long run, effective class management contributes to improved academic performance and overall classroom harmony.

Giving Grades. Grades are encouraging numbers for students. Learners who get high scores will continue to maintain them. In this assessment, a teacher must be careful in determining the value of students. In several other opinions, the strategies of Islamic Religious Education teachers in improving student learning outcomes are: Motivation Teachers play a crucial role in fostering student motivation by designing engaging learning strategies and understanding individual student needs (Cahyanti, A. D., 2023).

Varied Learning Methods Employing varied learning methods is essential to address the diverse needs of students in the classroom. Different students have unique learning styles, such as visual, auditory, or kinesthetic preferences. By using a range of teaching techniques, teachers can better engage all learners and maintain their interest. Diverse methods encourage active participation and allow students to grasp concepts in ways that suit them best. This approach not only improves comprehension but also fosters creativity and critical thinking skills. Ultimately, varied learning methods contribute to a more inclusive and effective educational experience for every student. (Anwar, S. H., & Ijie, 2023) and (Sukino et al., 2024)

Good Classroom Management Good classroom management is essential for creating an environment where students can focus and thrive academically. When teachers effectively manage their classrooms, they establish clear rules and expectations that promote discipline

and respect. A well-organized classroom reduces distractions, allowing students to engage more fully with the learning material. Such management also fosters positive relationships between teachers and students, encouraging cooperation and participation. A conducive learning environment helps students feel safe, supported, and motivated to succeed. Ultimately, effective classroom management leads to improved academic outcomes and a more enjoyable learning experience for everyone involved. (Fajri, I. M., 2021).

Teacher's Role in Student Development The teacher's role in student development extends far beyond delivering academic content in the classroom. Teachers serve as mentors who guide students through both educational and personal challenges. They provide emotional support, encouragement, and inspiration that shape students' confidence and character (Mukhamad et al., 2022). As motivators, teachers ignite curiosity and a love for learning that can last a lifetime. Their influence helps students set goals, develop discipline, and believe in their own potential. Through consistent guidance and positive interaction, teachers play a vital role in shaping students' academic and personal growth. (Anwar, S. H., & Ijie, 2023).

Impact of Teacher Quality The impact of teacher quality is a critical factor in determining student success across various subjects. High-quality teaching significantly boosts student motivation, encouraging them to engage more deeply in the learning process. It also leads to higher academic achievement, especially in challenging subjects like science and mathematics. Skilled teachers are able to simplify complex concepts and adapt their methods to meet diverse student needs. Their ability to inspire and support students contributes to greater persistence and confidence in learning. Therefore, investing in teacher quality directly enhances educational outcomes and long-term student growth. (Ekmekci, A., & Serrano, 2022)

Strategies for Effective Teaching. Strategies for effective teaching play a vital role in creating a productive and engaging learning environment. Applying appropriate classroom management techniques helps teachers maintain order and focus during lessons. Such strategies enable educators to address student behavior positively and prevent disruptions before they occur (Sukino, 2023). Effective management also encourages active participation, collaboration, and respect among students. By fostering a structured yet flexible classroom atmosphere, teaching becomes more efficient and goal-oriented. Ultimately, strong classroom strategies enhance both teaching effectiveness and the overall learning experience for students. (Purwanti, E., & Vania, 2021).

E. CONCLUSION

The results of this study highlight the significance of having well-planned and effective teacher strategies to ensure the success of Islamic Education (PAI) learning within the school environment. In particular, within the educational setting of MDTA Al-Athfal, the importance of a teacher's role in shaping students' learning experiences is strongly emphasized. A tafsir teacher at the institution, Mr. Hamriri, shared valuable insights into the strategic approaches applied during the learning process at the school. According to him, the successful implementation of PAI learning depends on four main strategies that have been consistently practiced at MDTA Al-Athfal to achieve optimal learning outcomes.

The first strategy focuses on improving the quality of human resources, especially in terms of teacher knowledge and competence. Teachers are encouraged to continually develop their understanding of religious materials and pedagogical skills to better deliver the content and respond to students' needs. The second strategy involves enhancing the overall quality of

the school, including infrastructure, educational resources, and support systems, to create an environment that supports effective teaching and learning.

The third strategy is to establish a comfortable and conducive learning environment. This includes maintaining discipline, mutual respect, and fostering positive relationships between teachers and students, so that students feel safe and motivated to participate actively in class. A supportive atmosphere significantly contributes to student engagement and concentration.

The fourth strategy is the habituation of good manners and ethical behavior among students. This is not only a part of character education but also a core element of PAI. By consistently applying these four strategies, MDTA Al-Athfal has been able to maintain a strong standard of Islamic education. These efforts demonstrate that thoughtful and consistent teacher strategies are essential in achieving educational success, especially in moral and religious development.

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