



Character Based Islamic Education Among The Millennial Generation

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ABSTRACT

The aim of this research is to gain an understanding of the role of Islamic education in shaping the character of the millennial generation at MTs Al Khairiyah. In the current era of globalization, the millennial generation faces many complex problems, such as technological advances and the fast flow of information. One method that can help the younger generation face this problem is character-based Islamic education. This research identifies the character values taught to Islamic Religious Education (PAI) teachers, the problems faced by teachers, and the teaching approaches used. This research uses qualitative methods by conducting in-depth interviews with these teachers. The research results show that character-based Islamic education at MTs Al Khairiyah plays an important role in forming students' character, although there are several difficulties in implementing it.

Keywords: Islamic education, Character Education, Millennial Generation.

ABSTRAK

Tujuan dari penelitian ini adalah untuk memperoleh pemahaman tentang peran pendidikan Islam dalam membentuk karakter generasi milenial di MTs Al Khairiyah. Di era globalisasi saat ini, generasi milenial menghadapi banyak masalah yang rumit, seperti kemajuan teknologi dan arus informasi yang cepat. Salah satu metode yang dapat membantu generasi muda menghadapi masalah ini adalah pendidikan Islam berbasis karakter. Penelitian ini mengidentifikasi nilai-nilai karakter yang diajarkan kepada guru Pendidikan Agama Islam (PAI), masalah yang dihadapi guru, dan pendekatan pengajaran yang digunakan. Penelitian ini menggunakan metode kualitatif dengan melakukan wawancara mendalam dengan guru-guru tersebut. Hasil penelitian menunjukkan bahwa pendidikan Islam berbasis karakter di MTs Al Khairiyah memainkan peran penting dalam pembentukan karakter siswa, meskipun ada beberapa kesulitan untuk menerapkannya.

Kata Kunci: Pendidikan islam, Pendidikan karakter, Generasi milenial.

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A. INTRODUCTION

In shaping the character of the millennial generation, Islamic education has a very important role. Strong character, good morals, and solid ethical principles are the main foundations that form individuals with dignity, integrity, and empowerment in society. The character of the millennial generation at this time, especially coupled with technological



sophistication, is very worrying (Husna Nashihin dkk, 2024). Many young people have fallen into negative things such as drug trafficking. This is very worrying and needs to be stopped. With this habit, it can worsen the health of the users themselves slowly but surely and will damage the future of their lives. Poor Quality of Islamic Education, Many schools still fail to organize quality Islamic education both in terms of curriculum, facilities, infrastructure, and education personnel. This is an obstacle to the formation of the character of the younger generation who are equipped with noble morals based on Islamic education.

In order for the increasingly advanced technological development to be contained and controlled, Islamic education is very important for society. Many people in the middle and upper classes have changed the way they think due to recent technological advances. As a result of globalization, many global cultures and pop lifestyles attract the attention of today's society (Sukino et al., 2023). This is an important situation where Islamic religious education must be able to keep up with the times in various aspects. Actually, 79% of millennials use social media. This shows how important it is for religious values to be incorporated into education for the millennial generation because they are.

The aim of this research is to gain an understanding of the role of Islamic education in shaping the character of the millennial generation at MTs Al Khairiyah. previous literature review entitled "Islamic Religious Education as Student Character Development in the Millennial Era" This study investigates the role of Islamic Religious Education (IRE) in shaping student character amidst globalization and technological advancements. Utilizing a qualitative-phenomenological approach, the research focuses on students from Balikpapan University. Findings highlight IRE's significance in instilling national and religious values, aiming to produce quality Muslim scholars capable of navigating the complexities of the millennial era (Firman, n.d.).

previous literature review entitled "Islamic Education for Millennial Era Generations" This article delves into the nature and characteristics of Islamic education, emphasizing its adaptability to the dynamic, innovative, and creative tendencies of the millennial generation. It discusses how Islamic teachings, rooted in theology and prophetic traditions, can accommodate new developments arising in the millennial era, ensuring that education remains relevant and effective(Husni, 2019).

previous literature review entitled "The Role of Islam in Shaping the Millennial Generation's Morals and Character" This research emphasizes the importance of Islamic Religious Education in developing the morals and character of the millennial generation. It argues that Islamic education, grounded in the Qur'an and Sunnah, is essential for guiding millennials to become individuals who are morally upright and capable of resisting negative influences in a technologically advanced era (Azhari, D. W., Putri, W. F., & Asbari, 2022).

previous literature review entitled "Character Education Innovation in Forming Millennial Generation Personality" This article explores innovative approaches to character education within Islamic education, aiming to align educational practices with the unique characteristics of the millennial generation. It discusses how integrating Islamic teachings with contemporary educational strategies can effectively shape the personalities and values of millennials (Arif, 2022).

previous literature review entitled "Best Practice for Character Education for Millennial Generation: The Correlation between Pancasila Values and Indonesian Muslim Families" This study examines the interplay between Pancasila values and Islamic teachings within Indonesian Muslim families, identifying best practices for character education among

millennials. It highlights how the integration of national ideology and religious principles can foster a well-rounded moral character in the younger generation (Riyanti, R., Haris, D. M. N., 2022).

The Implementation of Character Education Through Islamic Religious Learning in the Millennial Era The study found that integrating Islamic values in religious learning significantly shaped the moral and ethical character of millennial students, emphasizing honesty, discipline, and responsibility. Qualitative case study using interviews and document analysis.(Wahyudi, 2018). The research showed that Islamic character education, when properly implemented, acts as an effective antidote to the moral decline among millennials by fostering empathy, tolerance, and social awareness. Research Method: Literature review and content analysis.(Hasan, 2020)

“Strengthening Islamic-Based Character Education for the Millennial Generation in Digital Age. The study concluded that Islamic character education needs to adapt to digital platforms to effectively engage millennial learners, suggesting the use of social media campaigns and online modules enriched with Islamic values. Research Method: Mixed-methods approach combining surveys and focus group discussions.(Syamsul, 2021)

Millennials and the Challenges of Islamic Character Education” The findings revealed that the main challenge is the value gap between traditional Islamic teachings and the liberal values embraced by millennials, necessitating innovative teaching strategies to bridge the gap. Research Method: Descriptive qualitative study through interviews and field observations.(Khalid, 2019). **Integrating Islamic Character Values in Education to Shape Millennials’ Behavior”** The research indicated that continuous reinforcement of Islamic character values in daily school activities significantly contributed to the positive behavioral development of millennials, especially in areas such as respect for elders, environmental care, and self-discipline. Research Method: Qualitative research using participatory observation and interviews.(Fitriyah, 2022)

This study is different from previous studies, in this study aims to gain an understanding of the role of Islamic education in shaping the character of the millennial generation at MTs Al Khairiyah in the current era of globalization. This study presents a new perspective by focusing on the integration of Islamic character education with the specific cultural traits and technological habits of the millennial generation. While previous studies have emphasized the importance of Islamic character education in general, this research highlights several novelties:

Contextual Adaptation:

The study specifically explores how Islamic character values can be adapted to the digital behaviors and socio-cultural environment of millennials, including the use of social media, online learning platforms, and digital storytelling. **Millennial-Specific Challenges and Solutions:** It identifies unique challenges faced by millennials such as individualism, secularization, and digital distraction and proposes targeted strategies rooted in Islamic teachings to overcome them. **Innovative Educational Models:** The research introduces innovative models of Islamic education that combine character building with technology-based methods, such as Islamic-themed apps, virtual mentoring, and gamified learning experiences.

Integration of Contemporary Issues:

Unlike previous works, this study links Islamic character education with contemporary global issues affecting millennials, such as mental health, environmental ethics, and social justice, framed within Islamic perspectives.

Empirical Insights from Millennial Voices:

This research actively involves millennials as key participants, allowing their voices to be heard through the collection of empirical data based on their real-life experiences, aspirations, and perceptions related to Islamic character education. Through interviews, surveys, and direct observation, the study explores how this generation understands, responds to, and applies Islamic values in their daily lives. Their input provides valuable insights into the effectiveness of current educational approaches and highlights areas that require improvement or innovation. Ultimately, this research reaffirms the urgent need to strengthen Islamic character education in ways that are meaningful and relevant to the millennial generation.

Furthermore, Islam develops the concept of character education based on the principles of Islamic teachings. According to al-Toumy al-Syaibani, the principles of developing character education are four. First, the principle that morals are one of the most important meanings in this life (Anwar, 2018). Second, the principle that morals are habits or attitudes that are ingrained in the soul from which actions arise easily and easily (Bahijah, I., Ishak, S. N. S., Rahmatika, N., & Ahmad, 2022). Third, the principle that Islamic morals based on the eternal Islamic law which is shown by Islamic religious texts and teachings as well as *ijtihad-ijtihad* and practices of pious scholars and good followers, are noble human morals. He is in accordance with nature and healthy reason and fulfills the needs of a good individual and a noble society and in all times and places and regulates all human relations with others.

On this basis, the characteristics of Islamic morals are: 1) comprehensive (universal), individual and social, and for all humans and all other creatures; 2) balance between body and soul, outward and inward; 3) simple, not complicated; 4) realistic or in accordance with human nature; 5) easy to do by everyone; 6) binding words with deeds, theory, and practice; and 7) in line with the basics and principles of general morals (Rovtadiani, 2024). Fourth, the principle that the highest goal of religion and morals is to create happiness in two villages (this world and the hereafter), perfection of the soul for individuals, and creating happiness, progress, strength, and firmness for society. Fifth, the principle of believing that Islam is the highest source of morals and an important factor that influences the growth of these morals, in shaping them and giving them an Islamic character that distinguishes them from others. Sixth, the principle that morals will not be perfect unless five main aspects are determined in it, namely moral conscience (moral conscience); moral compulsion (moral obligation); moral law (moral judgment); moral responsibility (moral responsibility); moral reward (moral reward) (Muhlas, 2020).

B. METHOD

This research utilizes a qualitative method with a case study approach to gain a comprehensive understanding of the learning process and character education implementation at MTs Al Khairiyah. The case study method allows for an in-depth exploration of real-life educational settings and provides rich, detailed data that cannot be captured through quantitative methods alone. Data collection was carried out through multiple techniques to ensure the credibility and depth of the findings. In-depth interviews were conducted with Islamic Education (PAI) teachers to explore their perspectives, strategies, and experiences in implementing character education in their teaching practices. Additionally,

classroom observations were carried out to directly observe the interactions, teaching methods, and student behavior during the learning process. These observations provided contextual insights that supported and enriched the interview data. Furthermore, school documentation related to character education programs such as lesson plans, activity reports, and school policies was analyzed to better understand the institutional support and structure behind these initiatives.

C. RESULT AND DISCUSSION

1. Students' Understanding of Character-Based Islamic Education

The results of the interview showed that students at MTs Al Khairiyah understand the importance of character-based Islamic education. They realize that this education does not only focus on academic aspects, but also on moral development. maximally, one of which is due to external influences such as social media and the trend of Character Education Practices in Schools. The school implements various programs and activities that support good character education, such as literacy studies, imtaq activities every Saturday morning, and scouting activities every Friday after dzuhur and other habits. In addition, every teacher must always instill Islamic character values in every learning activity.

Challenges Faced. Students identified challenges, such as the negative influence of social media and the lack of attention from some peers towards character education, and have not been fully maximized, why? With the development of the era at this time, the challenge to implement good student character is quite difficult. According to Mr. Bayu, the character that needs to be instilled in the millennial generation at this time is religious moderation, so that he is able to be fair, not rude, and respect differences in beliefs. Wise in using social media, he is able to choose which is good and bad to share, and also disciplined, dare to be responsible, respectful, polite, honest.

Perception of the Role of Teachers and Families. Students feel that teachers have an important role in instilling character values. They also stated that family support is very influential, because in reality parents are considered by children as role models, so indirectly the character of students naturally comes from parents, parents are the ones who should provide examples of good behavior, teach manners, provide supervision, direction to form good character, and for the form of cooperation, of course we as teachers always communicate with the parents of students about their children's activities at school. For what? So that parents also know what their children are like at school. Because I often find students who have different characters between home and school.. therefore we try to always communicate with the parents of students so that we can monitor each other how the character of the students is formed. Actually, the character of students is formed from nothing other than home but here we as teachers certainly try and work hard to provide supervision, provide examples to form good character.

The Importance of Character-Based Islamic Education in the Digital Era. Character-based Islamic education is seen as urgent in today's era, where technological advances and the influence of globalization can erode moral and ethical values among the younger generation. Increasingly developing technology can have a negative impact if it is not balanced with good character and understanding of religion (Rovtadiani, 2024).

In implementing and overseeing the formation of national character, a serious

commitment is needed so that instilling good values in school residents can make students become complete human beings which of course involves the content of the curriculum, learning and assessment processes, quality of relationships with school residents, learning management, management of various student activities, empowerment of facilities and infrastructure and the work ethic of all school residents based on Pancasila, the 1945 Constitution, the Republic of Indonesia and a sense of love and defense for the country and homeland. (Sutrisno, 2018)

2. The Purpose of Character-Based Islamic Education

Character-based Islamic education aims to form students who have noble character, noble character, and are able to implement religious values in everyday life. A strong character is expected to be the foundation for students in behaving and acting in accordance with Islamic teachings and moral values that apply in society (Muhlas, 2020).

Character education in the millennial era is very much needed as an alternative education for students or other students. Character education itself, which aims to appreciate the importance of moral values, form a desire to do good, and be able to do good deeds, is an ideal that is expected to be realized in an era of increasingly rapid change, namely the millennial era (Sukino, 2025). The formulation of character education that is needed is one that is in accordance with the current situation in facing several changes and challenges. Quality education, which is education that is in accordance with cultural values, national values, and religious values, is a fortress that is needed in facing global challenges, social and cultural changes (Faijah, 2022).

Method of Implementing Character-Based Islamic Education in Schools. In its implementation, teachers play an active role as role models through good behavior and speech. Islamic values are also integrated into learning, school regulations, and students' daily habits. Schools use a direct approach, such as motivation, teaching manners, and giving appreciation to positive student behavior (Hidayat, 2023).

Challenges in Implementing Character Education in the Modern Era. Teachers admit that the implementation of character education is not yet fully modern, which often changes student behavior. This challenge requires a new strategy so that Islamic and moral values are maintained even though students are exposed to various external influences. (Wuryandani, W., & Anwar, 2021)

Building character requires attitudes and orientations of conducive values, including: attitudes, orientations and practices of mutual trust, discipline, hard work, prioritizing education, the implementation of the rule of law, and our shared identity in a nation. National character arises from the interaction of one person with another. Therefore, character development can only be done by developing the character of an individual. But for example, teenagers who live in a family, school, and community environment, then the development of the character of these teenagers can only be developed in the family, school, and community environment. This means that the development of a teenager's character can only be done in an educational process that cannot be separated from the family, school, and community environment. This requires a joint effort between the family, school, and community (Faizah, H., & Khobir, 2023).

3. The Role of School Activities in Character Building

Schools support character building through various activities such as literacy, Imtaq (Faith and Piety), and other good habits. These activities aim to instill Islamic values repeatedly so that they become part of students' habits. The Islamic religious education learning system in higher education is an organized combination that includes human elements, materials, facilities, equipment and procedures that interact to achieve a goal (Anshari, M., & Hasyim, 2021).

Several scholars argue that school activities, especially faith-based routines such as literacy programs and Imtaq practices, are essential for embedding Islamic character values into students' daily lives. According to contemporary researchers, the repetition of religious and moral practices through organized school activities plays a crucial role in shaping students' character and moral consciousness. (Hidayati, 2020) Furthermore, the Islamic religious education learning system in higher education institutions is seen as a systematic integration of various elements such as human resources, instructional materials, facilities, and procedural management which work together to achieve the educational goal of forming holistic, value-oriented individuals. (Fauzi, 2021)

4. The Role of Parents in Character Building of Students

The role of parents is considered very important in the formation of children's character. Parents are seen as the main role models for children, so that the behavior and education of parents greatly influence the formation of their character. Cooperation between schools and parents, such as regular communication about children's behavior, aims to ensure the consistency of children's character at school and at home (Hidayat, 2023).

The importance of parents and teachers consistently and continuously providing Islamic education so that the younger generation becomes a generation with strong character, noble morals, noble morals and is more able to face future challenges. Overall, Islamic education has a very important influence on the development of the character of the younger generation. Through Islamic education, the younger generation can become a generation with strong character, noble morals, and a positive attitude, more able to face future challenges (Fadila, rabi'ah, wahab sahirul alim, ainu jumru diana, iin widya sari, achmad baidawi, 2021).

The implementation of character-based Islamic education is expected to not only improve students' academic achievement, but also form a generation with good character and strong morals, with the hope that students can be successful both in this world and in the hereafter. The goal of Islamic education is to improve the understanding of accurate and complete Islamic teachings. Education of human resources with integrity, independence, and noble character. Realizing a prosperous and just society based on Islamic teachings (Manan, 2024).

Some characters that are considered important to be instilled in the millennial generation include an attitude of religious moderation, being wise in using social media, discipline, responsibility, respect, politeness, and honesty. These characters are expected to help the millennial generation in facing challenges in the modern era and playing a positive role in society (Herzawati, 2022).

The reason for this article is to provide comprehensive data and understanding of the important role of Islamic teaching in character development for the younger generation, as well as to provide arrangements and suggestions to advance the quality of

Islamic teaching in character development. Increase open awareness of the importance of Islamic teaching, quality in overcoming the challenges of discrimination and negative values that can affect the character of the younger generation.

D. CONCLUSION

The explanation highlights the crucial role of Islamic education in shaping the moral character of the millennial generation. In an era marked by rapid social and technological change, Islamic education serves as a foundation for instilling core values such as honesty, compassion, responsibility, and social awareness. Religion plays a vital part in nurturing ethical behavior and guiding young individuals to become morally upright and resilient members of society. Furthermore, it is essential to recognize the need for adapting teaching methods to align with the demands of the digital age. The use of technology in education provides an effective platform to disseminate Islamic teachings more broadly and efficiently. By incorporating digital tools, educators can reach students in innovative ways and make learning more interactive and engaging. This adaptation is key to addressing the challenges posed by technological advancements while ensuring that Islamic education remains relevant, accessible, and impactful for the development of future generations.

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