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OPTIMISATION OF AN EFFECTIVE ISLAMIC EDUCATION PROGRAM: A METHODOLOGICAL PERSPECTIVE.

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Abstract:

The purpose of this study is to find out the importance of Islamic education methods in achieving the learning goals of Islamic religious education. This research uses a qualitative approach with a case study type. This research was carried out on Jl. Cucak Rawa I Perumnas Mandala, Medan Denai District, on Wednesday, May 22, 2024. In this study, the source of data obtained from this study is direct data, namely the researcher conducted direct interviews with educators or teachers related to Islamic Religious Education subjects at SD Negeri 066052 is Ahmad Ramadhana S.Pd.I. The data collection techniques used by the researchers in this mini research are observation, interviews and documentation. The results of the study show that the urgency of Islamic education methods is very important in achieving efficient, maximum, and comfortable learning goals. With the Islamic Education method, educators in Islamic Religious Education learning are able to produce intellectuals who believe and fear Allah SWT, intellectuals who are moral and moral and responsible. 2) In fact, the Islamic education methods applied have not been able to optimally achieve the goals of Islamic religious learning, this is due to the lack of learning media in schools. So that it becomes an obstacle for students in achieving the initial goals that have been set in learning Islamic Religious Education.

Keywords: Methods, Islamic Education, Learning Objectives

INTRODUCTION

In education, methods play an important role in achieving learning objectives as they provide a context for the topics covered in the curriculum. Methods are one of the ways that educators use to achieve learning objectives and mould students according to the principles of Islamic education. Success in education can be measured by the methods an educator uses to conduct the teaching and learning process to transfer knowledge and moral messages to students.

However, the Islamic Education approach at SD Negeri 066052 has not been able to fully fulfil the learning objectives of Islamic education in its execution. For example, if given, the lecture approach used by Islamic education educators/teachers in primary schools is still 60% effective in achieving learning objectives in SD Negeri 066052. This is due to a number of variables, including internal and external causes. Internal variables are those that come from the students themselves. Examples are the various differences in learning styles that exist among students in the classroom as well as the boredom that some students experience when using instruction techniques.

Students who feel uncomfortable during the teaching and learning process demonstrate this. However, external influences are those not related to students, such as the limited amount of educational materials provided by the school. So that the application of Islamic Education methods that should be applied to achieve learning objectives, however, is not maximally achieved. Because it must adjust the facilities provided by the school and habit factors from the home environment, where students are accustomed to using gadgets, so they feel bored if the methods used at school are not balanced with technological developments in this day and age.

However, if observed by Islamic learning educators at the school, the most enjoyable method for children in the learning process is the method of making projects or direct practice of making an object related to Islamic Education learning material. This is fun for them because they can learn while playing. This facilitates their memory and understanding of the material provided by Islamic educators and instructors. If all that is required of students is to write and learn the material, they will become disinterested and unwilling to learn well.

Some of the Islamic education methods used in achieving the learning objectives of Islamic religious education are the method of *uswah* (Qudwah), advice (Mau'idzah), stories or stories, metaphors or analogies, discussions, punishments and rewards, and habituation. It should be noted that the application of Islamic education methods pays attention to the principles of convenience, sustainability, flexibility to the times (changing times, so the method must be adjusted to the times), the formation of *Insan Kamil*, openness, and the last is to return everything to the Qur'an and Sunnah.

Furthermore, the implementation of Islamic education techniques in Islamic religious education studies requires the development and selection of instructional

strategies to increase student engagement and inventiveness. And to keep students from getting bored even when learning objectives have not been met to the extent possible, an Islamic learning educator at SD Negeri 066052 has found success by encouraging them to learn outside the classroom.

In addition, Islamic learning educators also make learning methods by making projects, this project task is done at school in groups. This method is a method that can make it easier for students to accept the process of knowledge from educators. This, according to students, is very fun, because they can learn while playing. Each technique has its own advantages and disadvantages. No approach is superior to another. Both acceptable approaches for small numbers of students and those employed with large numbers of students are available. To achieve the learning objectives of Islamic religious education, educators must use strategies that are appropriate to the subject being taught and the real circumstances. Teachers at SD Negeri 066052 need to be able to observe which approach best suits the learning objectives of Islamic education to achieve the goal of teaching students about Islam.

This is when the educator chooses the ideal answer so that information and learning can be transmitted and received by students freely without being pressurised, after observing the circumstances and students' reactions to the learning techniques used. To achieve Islamic religious education in primary schools, this mini-research will investigate the needs of Islamic education techniques in more detail. It is believed that by understanding this element, Islamic education techniques in schools can be used to fulfil the learning objectives of Islamic religious education.

METHODS

This research uses a qualitative approach with a case study type. The research was conducted at Jl. Cucak Rawa I Perumnas Mandala, Medan Denai District, on Wednesday, 22 May 2024. The case study of SD Negeri 066052 school allows researchers to explore in depth and thoroughly how the Islamic Education method in achieving the learning objectives of Islamic Education in the SD. Then the researcher also conducted a focused interview with the Islamic Education learning educator at SD Negeri 066052 regarding the method or method In this study, the data source obtained from this research is direct data, namely the researcher conducts interviews directly with educators or teachers related to Islamic Education subjects at SD Negeri 066052 is Ahmad Ramadhana S.Pd.I. The data

collection techniques used by researchers in this mini research are observation, interviews and documentation. In this study "Islamic Education Methods in Achieving Islamic Religious Education Learning Objectives" using a qualitative approach, data presentation is an important part of the data analysis process.

RESULTS AND DISCUSSION

1. Definition of Islamic Education Methods

The English terms ways and methods are the roots of the word manner, which has a broader definition that includes concepts such as strategy, art, method, and methodology. Thariqoh, which translates to "strategic steps in preparation for doing work," is the Arabic word for approach. In addition, strategy serves as a fundamental guide to achieving goals. Examples include one-way traffic, communication, edutainment, and active student learning. On the other hand, learning can be made more beautiful, striking, and fun through the art of teaching. Methods are another tool that teachers can use to maximise student achievement of the intended skills by simplifying the learning process (Zurinal Z and Wahdi Sayuti, 2006).

When applied to a specific task, such as learning, the approach is then tested and trialled, producing more efficient and effective results. While methodology is a branch of science that discusses the route or approach to be followed to achieve a goal or acquire a particular skill. The Greek term *methodos*, meaning "to, through, follow, after," and the word *hodos*, meaning "way, journey, path, or direction," combine to form the Indonesian word "method." The path followed to achieve a goal is often referred to as a method (Ahmad Tafsir, 2007).

Since teaching is the act of conveying teaching materials, teaching methods are the methods that should be used within the framework of the presentation of teaching materials to fulfil the set objectives. Method itself is defined as research, scientific method, scientific hypothesis or scientific description. (Anton Bekker, 1984). Etymologically, method comes from the Greek words *metha*, which means to pass through or through, and *hodos*, which means way, path.

These views lead to the conclusion that educational methods in Islamic education are a means to assist in the achievement of the objectives of Islamic Education; furthermore, it can be concluded that the learning method is a style that needs to be done in the learning

process that occurs between educators and students to achieve formulated goals (Armai Arief, 2002).

2. Division of Islamic Education Methods

The most important lesson for educators to learn is that students' interests and comfort should come before their own. The difficulty is that every student has his or her own style when it comes to learning and absorbing knowledge.

The implication is that there is no one-size-fits-all teaching-learning technique. In other words, learning methods must be varied, attractive and contextualised. a.

Theoretical Learning Methods

Teachers should use instructional strategies that allow a lot of student participation in the learning process to make it more interesting. According to Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, which shows a paradigm shift in the field of learning processes from being teacher-centred to student-centred, this is in accordance with the new paradigm of education regarding the teaching and learning process (Sauri: 2011) .

Learning is not just like filling water into a glass, but like lighting a fire. Therefore, today's educators must appear as midwives who are able to help students to give birth to creativity through a continuous learning process. So, in this method, it needs to be understood that an educator must and is obliged to include or involve students in learning. This is done so that students are able to achieve the goals of education itself. (Ahmadi, Abu: 2005).

b. Practical Learning Methods

The Practical learning method is divided into several parts, which also include other aspects that enhance this method, including:

1) Uswah (*Qudwah*)

For students to be satisfied with what they see and learn first-hand, they need to see examples in each instructor. In this case, students may perceive the ideal action as something they can actually do and be taught." with its relation to uswah or qudwah, for example. Instead of setting an example, educators set an example for others (Martyr 1999:135).

Not just an example, but a commendable example (uswah hasanah), as stated in QS Al-Ahzab [33]:21. For example, if an educator wants his students to maintain cleanliness, then the educator must first model to his students to maintain cleanliness first so that students are able to understand that the educator is a good example. The

Qur'an tells the story of Prophet Moses and Pharaoh. In it there are several examples of the good deeds of

Prophet Moses and the evil deeds of Pharaoh (Abdurrahman Shaleh, 2010 p. 206).

2) Advice (*Mauizhah*)

Teachers, students need to know when to speak and when to listen quietly when they hear this guidance, or mau'izhah. Students also need to learn proper listening techniques, such as stopping before interrupting and listening intently. The term "patience" is mentioned seven times in the educational interaction between Prophet Khidhir (as), who suggested this. (as). [8] QS Al-Kahf: 65-82; not intervening during the teacher's discussion, mau'izhah, or giving advice; staying focused and not letting your mind stray (Rahmayulis, 2008).

3) Stories or tales

One of the most effective cognitive resources available to students for creative engagement with science is stories. Our emotional perception of content is shaped by stories. Narrative has the power to influence both fictional and real-world content. What offers the greatest potential for educational benefit is the creation of real-world narratives. As an illustration, consider using the Qashash of the Qur'an, or the stories included in the Qur'an. Then, using the processes of tafakur (QS Al-A'raf [7]: 176) and Ibrahim (QS Yusuf [12]: 111), students are instructed to argue with the intellect. This is followed by strengthening heart motivation, gentle advice (mau'izhah), and warnings (QS Hud [11]: 120). Storytelling seems to be a more successful way to attract attention, even if it is almost synonymous with lecturing (Abdul Rachman Saleh, 2005).

4) Metaphor or Proverb

Metaphors are tools that allow us to see things from an alternative perspective. (*differences or similarities*). At the core of human intelligence, creativity and imagination is this ability. As a result, teachers not only use metaphors regularly but also encourage students to focus on the metaphors presented before having discussions about them. Teachers are strongly encouraged to encourage and assist students in writing, identifying, and considering the metaphors used. The Qur'an also considers this approach when instructing and educating people to strengthen their understanding and knowledge attitudes about certain issues (Al-Rashidin, 2008, p. 194).

5) STAD

At John Hopkin University, Robert Slavin and his colleagues created the STAD co-operative learning approach. The advantage of STAD is that it integrates three learning philosophies simultaneously: collaborative learnercentricity (allocating roles to students collectively), individual teachercentricity (allocating roles to students individually), and teachercentricity. (assigning responsibilities to educators). Meanwhile, STAD's competitive structure sets it apart from other co-operative learning models.

6) Discussion

By assessing technical product systems with very open-ended answers or by solving subject problems, the discussion method is a strategy for managing learning. If all participants in the conversation participate and the discussion leads to a solution, it is seen to encourage student engagement. Students will be very eager to participate in this forum if this method is handled correctly. The process goes like this: there should be a conversation leader, the topic of debate should be clear and interesting, participants can give and take, and there should be no pressure to participate.

Killen states that "the main purpose of this method is to solve problems, answer questions, increase and understand students' knowledge, and make decisions." These are the reasons for using the conversational approach in learning exercises.

7) Poster

Teachers can use the poster session approach as an alternative to technology gadgets in the classroom. Writing forms such as mind maps, graphs, matrices and other creative writing formats can be used as a practical step towards execution. Tasks should be completed prior to learning to maximise efficiency throughout the learning process.

8) Book or Journal Review

The book or diary approach can be used by educators if they want to use it as a learning resource. Teachers can divide their class into two groups: participants and speakers. After that, it is stuck within the group. The instructor who participates in front of the class should always be a good example for the students. Everyone will focus on the teacher. Children will be watching everything. Teacher pilot is a useful

technique to subtly hypnotise students to make them change, especially in terms of how they behave towards the speaker, comparison, and other students.

It is the moderator's responsibility to oversee the rules of the course. In addition to encouraging good opinions (alternative perspectives) on books or scientific journals, the presenter is responsible for presenting lines from scientific magazines that have been solved by comparators. The participants are given the opportunity to ask questions regarding the scientific journal or book review. At the end of the book or journal review session is implementation. After offering expert opinions and conclusions, the educator wraps up the book review approach by giving students the task of creating an abstract related to the book or scientific publication.

The Qur'an explicitly signals several methods that can be applied in Islamic Education, including:

a) Exemplary

Educators who perform for a classroom audience have an obligation to lead by example. Everyone will focus on the teacher. Children will be watching everything. A useful method of subliminally hypnotising students to undergo transformation - especially in terms of behaviour is to model behaviour for them. The term "exemplar" in the Qur'an is projected with the word "uswah", which is then given the Arabic word "zero hasanah", meaning good. Thus, the phrase "uswatun hasanah" (excellent example) exists (Abuddin Nata, 2005).

Teachers can learn from Prophet Muhammad (pbuh), whose character is an inspiration to follow. Muslim teachers should emulate the Prophet to set a good example for their students by dressing properly, acting well, and speaking in a certain way. The example technique is a reliable approach in character development as it allows students to avoid negative behaviours and emulate positive ones through example. (Haidar Putra Daulay, 2013) b) The Storytelling Method

Storytelling has a unique and interesting quality. It seems like the environment and the setting itself is the content of the story for the listener. Students will unconsciously absorb the moral standards. Instructors with a lot of story material can use stories to convey ethics and knowledge. Storytelling seems to be a more successful way to attract attention, even if it is almost identical to lecturing (Abdul Rachman Saleh, 2005).

c) Advice

An educator is essentially a counsellor who works to mould a person's personality. The development of the soul is a major factor in the formation of personality. The most important thing in this situation is for students to instil good and unknown values, or to strengthen the excellent values they already understand (Haidar Putra Daulay, 2013).

Usually, older people give advice to younger subjects. It can also come from an informed individual to another who is less fortunate. It is not meant to be remorseful; rather, it is meant to be a guide or healing for a broken heart. It is also possible to provide guidance to those who are doing wrong, or making mistakes. The revival and development of goodness is a source of hope. In addition, the Prophet Muhammad established that one of the rights of Muslims is to give advice to one another (Heri Gunawan, 2014).

d) Habituation

Islamic education focuses largely on morals. Habitual outcomes can be an indicator of moral character. Allergies can occur simply by being common. Teaching involves familiarising students with behaviours that are aligned with the teachings of the Quran and Sunnah. With practice and specific instructions, habits can be built. Argumentation in terms of sequence, such as taking cues from the regulation of nature. The main human capital to be developed is the natural human potential of ideas, behaviour, support and freedom. Everything must become rooted to only one point, which is virtue (Zaenuddin, et al., 1991).

e) Punishment and Reward Method

He is naturally inclined towards a world where good deeds are rewarded and evil deeds are faced with consequences. Indeed, good deeds will be rewarded and bad deeds will be followed by punishment. The field of education also uses these two ideas. Students should be punished for unpredictable behaviour. On the other hand, we should be grateful for the compassion and achievement shown by students. It is important to remember that there should be clear guidelines for when rewards or punishments are given in the field of education. Retaliation should never be used as a form of intimidation. According to al-Ghazali, it is better to give the offending student a chance to grow and abide by his mistakes than to punish him harshly immediately.

In his commentary on punishment, Armai Arief lists five points that educators should know: 1. Stay in love, care and compassion

2. Based on the reason of necessity
3. Make a good impression on the child
4. Generate conviction and remorse in learners
5. Followed by forgiveness and hope and trust (Armai Arief, 2000).

According to Shaykh Muhammad Bin Jamil Zainu, dividing punishment into two:

- a. Prohibited punishments, such as hitting the face, excessive violence, bad words, hitting us in anger, kicking with the feet in a state of extreme anger
- b. Punishment that is educational and beneficial, such as giving advice, direction, frowning, yelling and silence (Shaykh Muhammad, 2005).

f) Preaching Method

The most popular method of presenting engaging content is through lectures. Speeches should be modified to suit the students' abilities. Many students are considered when using the sermon or lecture technique. The lecture approach consists of providing explanations of ideas, guidelines, and information.

3. Definition of Learning Objectives

According to Samiudin, objectives are something that will be achieved during the process of teaching and learning activities so that these objectives will serve as a guide regardless of how the activities are carried out. According to Samiudin from Gagne and Briggs, learning is defined as the process of organising events, situations, and people in ways that effectively manage students and facilitate their successful completion of learning tasks.

It is said that the presence of learning objectives increases the direction, effectiveness, and efficiency of the learning process. Learning objectives can be divided into three categories, according to Benjamin S. Bloom, cited by Hamzah B. Uno in his book *Learning Planning*. These categories are: (1) cognitive, (2) emotional, and (3) psychomotor fields. In the cognitive plane, learning objectives are considered in relation to the mental ascent from the level of knowledge to a high state - the level of judgement. Then, it deals with values, attitudes, admiration or appreciation, and social emotional habits in the affective domain. In terms of psychomotor learning objectives, they will be related to motor abilities or skills.

4. Learning Objectives of Islamic Religious Education

Broadly speaking, the aim of Islamic religious education is to produce faithful and dedicated intellectuals who can apply Islamic sharia in accordance with the teachings of the Qur'an and Sunnah. The achievement of this goal also includes instilling in students a sense of noble morals and ethics in accordance with the norms of society. So knowledge of Islam causes children to acquire religion and nationalism, both for their religion and homeland.

According to the regulation of the Minister of Education and Culture, Islamic Religious Education at least has the capacity to produce people who are able to have noble morals in their lives morals, ethics, and ethics and who can continuously improve the quality of their faith and dedication.

Islamic religious education has goals for the learning process, and one of the components of Islamic education is learning techniques, which must have the ability to guide the subject towards achieving these goals. The Ministry of National Education states the following with respect to the objectives of Islamic religious education in public schools:

- a. Developing the belief through the provision, fertilisation, and development of knowledge, appreciation, practice, habituation, and experience of students about Islam so that they become Muslims who continue to develop their faith and devotion to Allah SWT.
- b. Realising Indonesian people who are religiously observant and have noble character, namely knowledgeable, diligent worshipers, intelligent, productive, honest, fair, disciplined, tolerant (tasamuh), maintaining personal and social harmony and developing a religious culture in the school community.

By diverting from some of these explanations, it can be said that Islamic Religious Education is a deliberate endeavour, that is, a planned and deliberate activity of guidance, teaching, and/or training conducted by Islamic Religious teachers with the aim that students may grow and develop their faith through impartation. Students' knowledge, appreciation, practice, habits, and experience of Islam are enriched and developed so that they become Muslims who continue to grow in their faith and loyalty towards Allah SWT, eventually

realising religiously devout Indonesians and possessing noble character. To achieve what is mentioned above, Islamic religious education instructors must be able to advance their knowledge of Islamic religious education, this is where it is important to learn Islamic religious learning methods.

Profile of SD Negeri 066052 Medan

One of the state-owned primary schools, UPT SD NEGERI 066052, is located in the Medan Denai area of Medan City, North Sumatra. Under company number 422/120/1983, UPT SD NEGERI 066052 was established on 14 February 1985, and is located under the Ministry of Education and Culture. Teachers at this 225student school are experts in their discipline and provide guidance on learning activities. Rosanny Tanjung is the head of UPT SD NEGERI 066052. The operator in charge is Novita Arianti S. Pd. It is anticipated that the existence of UPT SD NEGERI 066052 will help expand the nation's youth within the boundaries of Kec. This school has been accredited B with Accreditation Decree Number 789/BANSM/PROVSU/LL/X/2018 on 10 October 2018. At the time of writing, UPT SD NEGERI 066052 has a total of 225 students consisting of 124 boys and 101 girls, with more boys than girls.

Regarding the general findings that the results of the profile of educators / teachers of Islamic Religious Education learning at SD Negeri 066052 are as follows:

Name	: Ahmad Ramadhana S.Pd.I
Place/Date of Birth	: Medan, 11 March 1994
Age	: 30 years old
Gender	: Male
Address	: Jln. Marelan VI LK.23
Religion	: Islam
Final Education	: Bachelor of Islamic Education

DISCUSSION

Islamic education method is a way that must be taken by educators to realise learning objectives, especially in Islamic education learning. Islamic education learning is learning whose purpose is to be able to produce intellectuals who are faithful and devoted

so that they are able to carry out Islamic law in accordance with the guidance of the Qur'an and sunnah. In addition, the goal achieved is to be able to make students have noble morals, character according to the norms that exist in society. So that the learning of Islamic Religion directs students to have the nature of religiosity and nationalism, useful for religion and the nation.

These objectives can be achieved by applying Islamic Education methods, such as the uswah method, lectures, stories, discussions or questions and answers, habituation or habituation and others. However, in fact, the application of this Islamic education method has not maximally achieved the goals to be achieved. This is because it is influenced by two factors that become obstacles for educators in achieving learning goals. These factors are internal factors and external factors

The internal factor is a factor that comes from within the learners themselves, namely the differences in learning styles of students who are very complex, causing educators not to be able to maximally achieve learning objectives for each student in the classroom, then the limited learning media provided by the school, causing educators to have difficulty in applying methods in accordance with the development of today's times. Then external factors, namely factors that come from outside students. Such as the habit of using gadgets in learning that becomes the habit of students at home, so that even at school they become bored and bored if the methods applied by educators are not accompanied by interesting things, such as learning videos about stories. They are happier when the stories are shown with learning videos. However, the limitation of media by schools is a factor that becomes not the maximum achievement in learning.

As an educator, initiatives and solutions are as capable as educators to achieve the learning objectives of Islamic Religious Education at school. The initiative and solution of an educator in dealing with this is to use methods that can make students not bored, one of which is the method of making projects in the classroom. This method is a solution so that students do not feel bored and bored in learning. With this solution, students hope that the Islamic Education method has developed with the method of making projects that make learning fun and the material can be understood by students easily.

CONCLUSION

To ensure that learning is communicated effectively and that the intended learning objectives are met, educators place a high value on methods. A substance

cannot be processed successfully and efficiently without procedures. One approach that can achieve the educational goals of Islamic religious education is the Islamic Education Method. The purpose of the Islamic Education Method is to raise students' awareness of the need to put Islamic teachings into practice and to make the process of teaching and learning Islamic principles more successful.

The use of Islamic education techniques must happen quickly if effective, optimal, and enjoyable learning outcomes are to be achieved. By using Islamic Education approaches, Islamic Education teachers can create intellectuals who are moral, moral, and responsible, and who trust and fear Allah SWT. Each Islamic education approach has its own advantages and disadvantages, but they are all excellent in achieving all learning objectives. To fulfil the learning objectives of Islamic education, appropriate techniques should be used according to the available learning materials, environmental factors, and learning objectives.

The approaches used in Islamic religious education today are those in line with the viewpoints found in the Qur'an. Uswah, or the method of example, the method of storytelling, the lecture approach, the method of discussion, the method of questions and answers, the method of punishment and reward, and the method of habit or custom are some of the Islamic teaching techniques. The lack of learning resources in schools is the reason why Islamic education techniques have not been able to fulfil Islamic learning objectives to the best of their ability. thus it begins to hinder students from achieving the first goal they have set for themselves when pursuing Islamic Education. Please remember that learning strategies must change to reflect current dynamics.

We recognise that this study is far from perfect, therefore to strengthen it moving forward and develop studies and publications that will be useful to a large audience, we welcome useful comments and recommendations. In addition, we would like to thank the supportive lecturers who commissioned this mini-research assignment. In doing so, we would like to gain a better understanding of the methodology involved in conducting a mini research project and to assist the authors and readers.

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