



# Strategies of Aqidah-Akhlak Teachers in Fostering the Character Development of Fifth-Grade Students at MIN 05 Padang City

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## Abstract

This study focuses on effective, sustainable character-building strategies that are aligned with students' developmental characteristics. The objectives of this research are to describe: (1) the strategies employed by Aqidah-Akhlak teachers in fostering the character of fifth-grade students, (2) the students' character traits manifested during the learning process and school interactions, and (3) the supporting factors, inhibiting factors, and solutions implemented by teachers in character development at MIN 05 Padang City. This study employed a qualitative research method with a descriptive approach. Data were collected through in-depth interviews, observations, and documentation, while data analysis consisted of data reduction, data display, and conclusion drawing. The findings indicate that Aqidah-Akhlak teachers apply several key strategies, including moral habituation through role modeling, character development through religious activities, persuasive approaches, behavioral supervision, as well as motivation and positive reinforcement. Students' character development is reflected in discipline, responsibility, politeness, cooperation, care, and spirituality, although some aspects still require improvement. Supporting factors for character development include a religious school environment, support from homeroom teachers, and well-structured madrasah programs. Inhibiting factors stem from limited parental attention, peer influence, and time constraints in learning activities. Aqidah-Akhlak teachers address these challenges through intensive communication with parents, collaboration with other teachers, repeated moral guidance, and strengthening habituation in daily madrasah activities.

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## INTRODUCTION

Educating is neither a simple matter nor an easy task. Education and instruction of children constitute a fundamental necessity and an obligation that must be fulfilled by all parents; in the school context, this responsibility is also entrusted to teachers as the students' second parents. Teaching, guiding, and directing children require serious commitment and continuous effort. Imam Al-Ghazali, as cited by Hasan Asari, views children's education as a process of nurturing and safeguarding a pathway toward transformation that leads to growth and development as the foundation of education. The success of subsequent educational stages can be measured by the effectiveness of the initial stages of education (Hasan Asari, 1999:85). Children are a trust (*amanah*) bestowed by Allah SWT upon their parents; they are precious and inherently pure. Children accept, absorb, and internalize whatever is instilled in them by their educators. Habituation toward goodness will shape children into virtuous individuals in both worldly and spiritual dimensions, depending on who educates them. Those who educate children in righteousness will receive rewards from Allah SWT, whereas instilling negative values will result in sin and misfortune, and the consequences of the children's wrongdoing will be borne by those responsible for their education (Lismijar, 2015).

In the context of madrasah education, the subject of *Aqidah Akhlak* holds a strategic role in shaping students' personalities. Through this subject, students are not only taught the principles of Islamic belief but are also guided to actualize these values in daily behavior, such as discipline, honesty, politeness, respect for teachers, and maintaining harmonious relationships with others (Hamzah B. Uno & Nina Lamatenggo, 2016).

Madrasah education, including Madrasah Ibtidaiyah as the elementary level, serves as a crucial foundation for character education. Elementary school age (7–12 years) is an ideal period for instilling character values, as children are in the concrete operational stage of development. At this stage, their cognitive abilities begin to develop toward logical and systematic thinking, making character education a key factor in shaping a better future generation (Miftahul Akhlaaqiyah, 2021). It is essential for teachers to cultivate students' character so that they do not develop a fragile mentality but instead possess strong ethics capable of supporting their future success. The progress of a nation can be seen in how its young generation is prepared for the future and how teachers shape successors who are morally upright, high-achieving, and competitive (Sauri, 2010).

Effective interaction between teachers and students requires the use of appropriate strategies to provide motivation and guidance. This is intended to create meaningful and reciprocal interactions in the learning process while upholding ethical values. Teachers are expected to optimize instruction by understanding and responding to students' needs in learning. Most importantly, in developing students' character, teachers must possess a strong mastery of character education.

Based on preliminary observations conducted at MIN 05 Padang City on November 30, 2024, several students were found to display unfavorable attitudes toward teachers, both during classroom learning and within the school environment. Some students exhibited a decline in character, including a loss of respect for teachers, failure to appreciate teachers as elders, and a lack of reverence toward them. These issues are partly influenced by rapid societal changes. During Islamic Religious Education learning activities, many students were observed engaging in conversations with peers, reprimanding one another, and creating classroom disturbances. In daily school interactions, only a small number of students greeted teachers respectfully, showed obedience, or followed instructions appropriately. Therefore, character development among students is urgently needed, particularly through learning activities and character-building programs at MIN 05 Padang City. It is strongly expected that students will develop Qur'anic character, excelling in both Islamic knowledge and academic competence.

At this stage, the role of the *Aqidah Akhlak* teacher becomes highly central. Teachers function not only as transmitters of knowledge but also as moral role models, spiritual mentors, and facilitators of character formation. Teachers are required to implement various character-building strategies, such as role modeling, habituation, motivation, discipline enforcement, emotional approaches, and the integration of moral values into all learning activities and school

life. Based on this rationale, research entitled “*Strategies of Aqidah Akhlak Teachers in Fostering the Character Development of Fifth-Grade Students at MIN 05 Padang City*” is both important and relevant. This study is expected to provide a comprehensive description of the strategies employed by teachers, their effectiveness, as well as the supporting and inhibiting factors in character development, thereby serving as a reference for the advancement of character education in madrasah.

## METHODS

This study is a field research employing a qualitative approach. The data collected consist of descriptive information presented in the form of words, explanations, and observable behaviors rather than numerical data. Although statistical data may be used, such data serve only as supporting evidence to obtain a deeper understanding of the phenomena under investigation. The qualitative approach was selected because it is considered capable of providing a comprehensive and in-depth understanding of the research object. To reveal phenomena in their natural setting, this study adopts a descriptive method, which aims to systematically, factually, and accurately describe the strategies of Aqidah Akhlak teachers in fostering the character development of fifth-grade students at MIN 05 Padang City. As stated by Lexy J. Moleong (Moleong, 1998), qualitative research is rich in description because it seeks to understand context holistically. Therefore, this study focuses on an in-depth understanding of teachers’ roles and strategies in the process of character development.

The research informants were selected purposively, namely individuals considered capable of providing relevant and representative information in accordance with the research objectives (Arikunto, 2006). The informants in this study included Aqidah Akhlak teachers, fifth-grade students, and the principal of MIN 05 Padang City. These informants were chosen due to their direct involvement in the learning process and character development activities at the school. Data collection techniques employed in this study comprised observation, interviews, and documentation. Observations were conducted directly at the research site to examine the strategies implemented by Aqidah Akhlak teachers in fostering students’ character. The observations were carried out systematically by recording various activities and events occurring during the learning process (Arikunto, 2006). Interviews were conducted to obtain more in-depth information regarding perspectives, experiences, and strategies applied by teachers and school stakeholders. Through interviews, the researcher was able to explore information not directly observable during classroom activities (Faisal, 1990). In addition, documentation was used as a supplementary data source, including archives, photographs, and documents related to learning activities and character development programs.

The collected data were analyzed using qualitative descriptive analysis techniques. The data analysis process involved several stages, including data editing, data review and note-taking, collection of relevant data sources, data classification based on the research focus, data interpretation, and conclusion drawing. This analysis aimed to obtain a clear description of the strategies employed by Aqidah Akhlak teachers in fostering students’ character. Furthermore, data analysis was conducted through three main stages: data reduction, data display, and conclusion drawing and verification. Data reduction involved selecting and focusing data relevant to the research objectives (Faisal, 1990). Data display was presented in a systematic narrative form to facilitate understanding. The final stage involved drawing conclusions based on verified data analysis results. To ensure data validity, this study employed triangulation techniques by comparing data obtained from different sources and methods. Triangulation was conducted by comparing observational data with interview results, comparing informants’ statements across different situations, and comparing data obtained at different times (Moleong, 1998). Thus, the data produced are expected to be valid and scientifically accountable

## RESULT AND DISCUSSION

### A. Description of MIN 05 Padang City

Madrasah Ibtidaiyah Negeri (MIN) 05 Padang City is located at Jalan Pampangan No. 16B, Pampangan Nan XX Subdistrict, Lubuk Begalung District, Padang City, West Sumatra, Indonesia. Established in 2013, this madrasah functions as a public Islamic elementary school under the supervision of the Ministry of Religious Affairs and has developed into one of the educational institutions that attract considerable interest from the local community of Padang City and its surrounding areas. The increasing public trust reflects the madrasah's commitment to providing quality education that integrates religious values with academic excellence.

MIN 05 Padang City is currently led by Mr. Yul Efendi, S.Ag., M.Pd., and is supported by a total of 35 teaching and administrative staff members who actively contribute to the implementation of educational and character development programs. The madrasah serves 489 students from diverse social and family backgrounds, creating a dynamic learning environment that requires systematic guidance, supervision, and character formation. The relatively large number of students highlights the important role of the institution in shaping young learners at the elementary education level.

The vision of MIN 05 Padang City is *"To Realize a Religious, Excellent, and Qur'anic Character Generation."* This vision is translated into concrete educational practices through structured religious development programs, the enhancement of academic and non-academic achievements, and the cultivation of noble character (*akhlaq al-karimah*). Religious activities such as daily prayers, Qur'an recitation, and Islamic moral instruction are integrated into both curricular and extracurricular programs, aiming to strengthen students' faith, discipline, and ethical behavior in everyday life.

To support the teaching and learning process, MIN 05 Padang City is equipped with adequate educational facilities and infrastructure. These include well-maintained classrooms that facilitate interactive learning, a library that provides access to various learning resources, a computer laboratory to support digital literacy, a School Health Unit (UKS) to ensure students' well-being, as well as dedicated offices for teachers and the principal to support administrative and academic coordination. The availability of these facilities contributes to the creation of a conducive, orderly, and religious learning environment, which is essential for effective learning and character development.

Overall, MIN 05 Padang City serves as an educational setting that emphasizes not only academic instruction but also the formation of students' moral and spiritual character. This institutional context provides a relevant and supportive environment for examining the strategies employed by Aqidah Akhlak teachers in fostering students' character development, particularly among fifth-grade learners.

### B. Strategies of Aqidah Akhlak Teachers in Fostering the Character Development of Fifth-Grade Students at MIN 05 Padang City

Teachers, as role models, are expected to provide positive examples for students through daily and routine habituation practices. Habituation carried out both at home and at school encourages students to emulate good behavior, which in turn contributes to the formation of positive character traits. Character development is one of the primary responsibilities of Aqidah Akhlak teachers in madrasahs. As educators who play a direct role in shaping students' morals and behavior, teachers are required to possess effective strategies that align with students' developmental needs. Character-building strategies do not solely depend on the delivery of subject matter but also involve role modeling, habituation, the learning environment, and emotional relationships between teachers and students. Therefore, it is essential to examine in depth how Aqidah Akhlak teachers design and implement character development strategies, both during classroom instruction and through extracurricular and daily school activities.

The researcher's observations also indicate that teachers' strategies in fostering character are not limited to formal instructional settings but often emerge spontaneously in everyday interactions. When conflicts occur among students, teachers do not immediately

impose punishment; instead, they invite the students involved to engage in dialogue to understand the underlying issues. Teachers guide students on how to apologize and forgive while explaining the negative consequences of improper behavior on social relationships. These interpersonal communication approaches were observed to be highly effective, as students became more open and willing to express their feelings. Furthermore, teachers utilize various instructional media, such as short videos, exemplary stories, and moral value boards displayed in the classroom. Each week, a specific moral theme—such as honesty, discipline, or responsibility—is discussed. Observations show that fifth-grade students demonstrate considerable enthusiasm for these activities, particularly when teachers invite them to provide examples of positive behaviors related to the weekly moral theme.

Overall, the findings indicate that the strategies employed by Aqidah Akhlak teachers in fostering the character development of fifth-grade students at MIN 05 Padang City represent a combination of role modeling, habituation, dialogical approaches, reinforcement of religious practices, and the provision of a conducive madrasah environment. These strategies are not confined to classroom instruction but are integrated into the broader culture of the madrasah, thereby supporting a comprehensive character development process. Data from observations and interviews confirm that the character-building practices implemented by teachers are carried out consistently and receive strong institutional support, resulting in positive impacts on students' character development.

Based on the results of observations and interviews discussed above, it can be concluded that the strategies employed by Aqidah Akhlak teachers in fostering the character of fifth-grade students at MIN 05 Padang City are implemented through various approaches, including role modeling, habituation, moral advice, positive reinforcement, and the integration of moral values into all learning activities. Teachers also strive to establish strong emotional communication with students and create a religious classroom atmosphere to support the formation of Islamic character. However, the implementation of these strategies has not yet been fully optimal. Some strategies are applied spontaneously rather than through systematic planning, and character evaluation has not been structurally integrated into the learning process. In addition, several students have not demonstrated significant behavioral changes, particularly in terms of discipline, respect for teachers, and self-control. Thus, although teachers have made efforts to implement various character development strategies, their effectiveness remains limited and requires further strengthening through more comprehensive planning, consistent implementation, and broader support from the learning environment.

### **C. Character Traits of Fifth-Grade Students at MIN 05 Padang City**

Students' character is one of the most important indicators in assessing the success of the educational process, particularly in the Aqidah Akhlak subject, which explicitly emphasizes the formation of moral values and commendable behavior. To understand the extent to which teachers' character-building strategies influence students' behavior, it is necessary to observe students' character in their daily activities, both during classroom instruction and outside the classroom. Character assessment is not limited to the cognitive aspect of students' understanding of moral values but also includes affective aspects and actual behaviors demonstrated in interactions with teachers, peers, and the school environment.

Based on initial observations, the researcher found that the majority of students had developed respectful attitudes toward teachers, as indicated by habits such as slightly bowing when passing in front of teachers and consistently saying "excuse me" or "sorry" when moving through groups of classmates. During classroom learning activities, students appeared relatively enthusiastic and attentive to teachers' explanations. Several students actively asked questions and responded to the material presented. However, the researcher also identified a number of students who tended to be passive, lacked self-confidence, and relied more on teacher instructions rather than taking initiative independently.

Observations of student interactions outside instructional hours, particularly during break time, revealed that most students were able to demonstrate caring attitudes and

cooperative behavior. Some students were observed helping their peers, for instance by picking up books that had been dropped, while others showed environmental awareness by disposing of trash properly without being instructed. Nevertheless, the researcher also noted that several students still displayed indifferent attitudes toward cleanliness and discipline. These students occasionally ran along corridors despite reminders or neglected their assigned classroom duties. In terms of religiosity, fifth-grade students generally demonstrated a good level of religious observance. They participated attentively in morning Qur'an recitation activities, and most students performed the Duha and Dhuhr prayers in congregation voluntarily. According to the Aqidah Akhlak teacher, these religious habits had been cultivated since the students were in lower grades, so by the time they reached grade five, religious practices had become deeply rooted habits. The teacher's role was mainly to ensure that students performed these practices with sincere intentions rather than merely as routine activities.

Overall, the character of fifth-grade students at MIN 05 Padang City shows positive development, particularly in aspects of religiosity, politeness, and obedience to teachers. However, several areas still require improvement, such as emotional regulation, cooperation in group activities, discipline in maintaining cleanliness, and the ability to express opinions politely. These character traits tend to develop more rapidly among students who receive adequate parental supervision at home, as indicated by information obtained during teacher interviews. In general, the findings of this study demonstrate that character development efforts implemented by Aqidah Akhlak teachers have had a tangible influence on students' behavior, although the character formation process still needs to be carried out continuously through collaboration among the madrasah, teachers, and parents. Observations and interviews with teachers and students also indicate that when teachers provide guidance, students generally comply well, although some respond more slowly than others. Students consistently demonstrate respect toward teachers by greeting them and offering salutations when meeting them both inside and outside the classroom environment.

This discussion is based on data obtained through interviews, observations, and documentation conducted during the research. By comprehensively understanding both supporting and inhibiting factors, character development efforts in the madrasah can be strengthened and developed more effectively.

The findings reveal that character development among fifth-grade students at MIN 05 Padang City is influenced by various supporting and inhibiting factors. The primary supporting factor is the religious and conducive madrasah environment. Long-established religious practices, such as habitual prayer recitation, Qur'an reading, congregational prayers, and greeting customs, serve as a strong foundation for instilling moral values in students. These activities are not merely ceremonial but have become embedded routines in students' daily behavior since their early years of schooling. Another significant supporting factor is the professionalism and exemplary conduct of Aqidah Akhlak teachers. Teachers demonstrate high dedication through patience, polite communication, and behavior that reflects Islamic moral values. This role modeling has proven effective in helping students understand and improve their behavior. Parental involvement also plays a crucial supporting role, particularly for students who receive consistent character guidance at home.

Despite these supporting factors, several inhibiting factors were identified, including differences in family backgrounds, limited parental attention, and the influence of social environments and digital technology. Some students exhibit undisciplined behavior due to exposure to age-inappropriate digital content. Additionally, limitations in learning facilities constrain teachers' ability to innovate in presenting moral education materials using visual and interactive media.

To address these challenges, teachers implement personal approaches through interpersonal communication, strengthen collaboration with parents, and gradually seek to improve learning facilities and teacher competencies. Overall, character development at MIN 05 Padang City has been implemented relatively effectively; however, it still requires more systematic and sustainable planning to achieve optimal results.

## CONCLUSION

Based on the findings of this study, the strategies employed by Aqidah Akhlak teachers in fostering the character development of fifth-grade students at MIN 05 Padang City include role modeling, habituation, moral advice, and discipline enforcement. However, the implementation of these strategies remains situational and has not yet been fully systematic. Teachers' role modeling is not consistently applied, habituation practices are often limited to specific times, and personalized approaches to students are constrained by limited instructional time. As a result, students' character development remains varied and relatively unstable. While some students demonstrate religious behavior, politeness, and responsibility, aspects such as discipline, focus, and self-control still require further reinforcement.

Supporting factors, including the madrasah's religious culture, routine religious activities, and leadership support from the principal, have not been optimally utilized due to weak coordination among teachers and the absence of structured character evaluation. The dominant inhibiting factors include limited parental attention, the influence of digital media, teachers' time constraints, and the diversity of students' character backgrounds. The solutions implemented by teachers, such as providing advice or summoning parents, tend to be reactive in nature, indicating that more strategic and sustainable character development efforts have not yet been fully achieved.

Therefore, Aqidah Akhlak teachers are encouraged to enhance the consistency of their strategies by employing more creative approaches, such as character-based projects and experiential learning, as well as by strengthening personalized guidance for students. The madrasah is advised to develop a systematic character development program, improve teacher coordination, provide professional training, and conduct regular evaluations of character education outcomes. Parents are expected to take an active role in supporting character development at home by providing positive role models, regulating children's use of digital devices, and maintaining continuous communication with teachers. Future researchers are recommended to conduct studies on character development with broader scopes or comparative madrasah settings in order to examine the effectiveness of different character education strategies.

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