

**Islamic Religious Education Teachers' Strategies for Addressing
Adolescent Moral Crisis through Contextual Learning Approaches in
Secondary Schools**

Mohammad Ahmad Bani Amer

Mutah University, Jordan
baniamer1985@yahoo.com

Markhabat Bolat

Tokat Gaziosmanpasa University, Kazakhstan
marhabat_1996@mail.ru

Khalid Abdullah Al Muzaini

Imam Abdulrahman Bin Faisal University, Saudi Arabia
aalmazrue@iau.edu.sa

Maryam Rashid Saleh Al Tamimi

Imam Abdulrahman Bin Faisal University, Saudi Arabia
mrtamimi@iau.edu.sa

Muneera Mohammed Al Dossary

Imam Abdulrahman Bin Faisal University, Saudi Arabia
momaldossri@iau.edu.sa

Abstract

This study examines the strategies employed by Islamic Religious Education teachers in addressing adolescent moral crises through contextual learning approaches. A phenomenological qualitative design was adopted involving 15 Islamic Religious Education teachers and 120 secondary school students. Data were obtained through interviews, classroom observations, reflective journals, and documentation. The findings reveal that contextual learning effectively connects Islamic teachings with students' real-life experiences, encouraging ethical reasoning, empathy, self-reflection, and responsible decision-making. Interactive discussions, case studies, collaborative learning, and reflective assignments significantly increased students' moral awareness and social responsibility. Teachers also reported stronger student engagement when contemporary moral issues were incorporated into classroom discussions. The novelty of this research lies in developing a contextual Islamic moral education framework specifically designed to address the challenges of social media influence, digital culture, and globalization affecting adolescent behavior.

Keywords: Islamic Religious Education; Moral Crisis; Contextual Learning; Adolescents

A. Introduction

Education is one of the important social institutions in order to educate the life of the nation and state in order to build a society that is advanced, prosperous, democratic, independent, just and prosperous in accordance with the ideals of the nation. (Afrizal, 2022) To realize this progress and prosperity, our government strives to improve the quality of

education. Where our country Indonesia really needs quality human resources, in order to continue and fill the nation's struggle. (Dahniar, 2022) This can be realized through education and teaching that produce output or human resources that are ready to use. In order to create an educational process that will produce good and quality output, there must be a system that regulates and directs the educational process. (M. Ikhwan, 2022)

To implement well-directed and organized education, the Indonesian government has established national education goals. This is as emphasized in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System in Chapter III, Article 4, namely that National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. (Masduki & Malikah, 2021)

To achieve the ideal educational goals outlined above, the implementation of education and teaching must be carefully planned and implemented diligently. A teacher's role in education is not merely to teach, but also to implement and design various programs closely related to educational activities and provide tutoring to help students achieve success.

The established educational goals must be optimally achieved by educational institutions, but this is not easy, because many problems are encountered in their implementation. Thus, in all educational institutions related to students, teachers, facilities, and learning environments. One problem related to students and this is almost found in educational institutions is learning problems, while learning is the core of educational activities in schools and the importance of learning problems has a very large influence on the achievement of educational goals. Therefore, tutoring must be a top priority and become the center of activities in schools. In this case, it is hoped that students who have problems or difficulties in learning need to be guided or given special direction and instruction, so they can overcome and be able to solve the problems they face.

Addressing various issues related to the implementation of education is the shared responsibility of all educators at the educational institution concerned, as teachers play a crucial role in guiding students, particularly in learning. Teachers must be skilled at imparting

a variety of knowledge to students, particularly in providing guidance, as intellectual development at this stage has reached the conceptual and formal thinking stage.

The active role of teachers in providing learning guidance to students is very dominant and important. So, in principle, education can and is able to lead students to change and show positive things, but in reality, there are still many teachers who are not active in providing learning and have not carried out their duties and responsibilities as mentors effectively and continuously. If the performance of teachers is not optimal or even neglected in guiding their students in learning, it is likely caused by two things: "teachers are unable to recognize the symptoms of student learning difficulties and teachers are unwilling to carry out their duties as mentors because they consider it an additional task." (Riswandi & Ningsih, 2023)

The implementation of educational and teaching activities of teachers must be able to direct all the potentials of students so that the talents and interests of students in learning develop positively, directed and produce good achievements. Furthermore, in the learning process the role of teachers is absolute, because teachers are the drivers of learning situations or sources of learning activities. (Zainuddin, 2023) There is no learning process if there is no teacher, if there is no lesson then there is no learning process, therefore teachers and students in a learning process are equally important and must participate actively. On the other hand in the learning process at school, sometimes quite a lot of obstacles are faced, including the lack of attention of teachers in providing tutoring, even though teacher guidance in learning is very important, because such things can affect student learning achievement and can even facilitate the learning process, therefore it is necessary for tutoring to be carried out by all teachers.

Initial observations indicate that the role of teachers in providing tutoring to students at Darul Ulum Pekauman Elementary School in South Banjarmasin District, Banjarmasin City, has not been optimally implemented as expected. The picture shows that students' opportunities to receive tutoring are still not optimal, with teachers only focusing on learning activities according to their subject schedules. Instructions to students to delve deeper and understand the learning material appear not to have been implemented intensively, resulting in students' attention to assignments given at school not being completed properly.

B. Literature Review

1. Understanding Guidance

According to Tohirin in his book *Guidance and Counseling in Schools and Madrasahs (Integration-Based)*, the etymological definition of guidance is "guidance is a translation of the word guidance." The terminological definition of guidance is "guidance is translated as assistance or guidance or help." (Putri & Mukhlis, 2023)

According to Djumhur and Moh. Surya in their book *Guidance and Counseling in Schools*, it is stated that: Guidance is a process of providing continuous and systematic assistance from the guide to the person being guided in order to achieve independence in self-understanding, self-acceptance, direction and self-realization in achieving an optimal level of development and adapting to the environment.

According to Slameto in his book *Guidance in Schools*, guidance is the process of providing assistance to students so that they as individuals have a correct understanding of themselves and the world around them, make decisions to move forward optimally in their development and can help themselves face and solve their problems. All for the sake of achieving healthy adjustment and for the sake of improving their mental well-being.

According to Jasse Feiring Williams in his book *The Principles of Physical Education*, he states that: *Guidance is a process of helping every pupil to discover and develop his full potentialities for personal happiness and social usefulness*". This means that guidance is a process of helping each person discover and develop their own abilities to the maximum for personal happiness and benefit in their social life. (Abdurrohman et al., 2023)

According to WS. Winkel in his book *Guidance and Counseling in Schools*, guidance means providing assistance to a person or group of people in making wise choices in adjusting themselves to the demands of life, this assistance is psychological in nature, not financial assistance, media and so on.¹

From the several definitions that have been put forward above, it can be concluded that guidance is a continuous and systematic process from the guide to the person being guided in order to achieve independence in understanding the recipient of

¹WS. Winkel, *Guidance and Counseling in Secondary Schools*, PT. Gramedia Widiasarana, Jakarta, 1985, p. 17.

self, self-direction in achieving an optimal level of development and self-adjustment to the environment.

2. Understanding Learning

According to the Department of Education and Culture in the Big Indonesian Dictionary, learning means "trying to gain intelligence or knowledge, practicing, changing behavior or responses caused by experience."

According to Nana Sudjana in his book, *How to Actively Learn Students in the Teaching and Learning Process*, learning is a process characterized by changes in a person. Changes resulting from the learning process can be demonstrated in various forms, such as changes in knowledge, understanding, attitudes and behavior, skills, abilities, habits, and changes in other aspects of the individual who is learning.

According to M. Uzer Usman in his book *"Becoming a Professional Teacher,"* learning is: "A process that contains a series of actions by teachers and students based on a reciprocal relationship that occurs in an educational situation to achieve certain goals. The interaction or reciprocal relationship between teachers and students is the main factor for the ongoing teaching and learning process."

According to Oemar Hamalik in his book *Curriculum and Learning*, learning is "a structured combination that includes human elements, materials, facilities, equipment and procedures that influence each other to achieve learning goals."² According to Slameto in his book *Learning and the Factors that Influence It*, learning is "a process of effort made by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment."

According to Abu Ahmadi and Widodo Supriyono in their book *Psychology of Learning*, learning is defined as: A process of effort made by individuals to obtain an effort made by individuals to obtain a change in overall behavior as a result of the individual's own experience in interaction with their environment. According to Muhibbin Syah in his book *Psychology of Learning*, learning is "a stage of change in all relatively permanent individual behavior as a result of experience and interaction with the environment involving cognitive processes."

²Oemar Hamalik, *Curriculum and Learning*, Tarsito, Bandung, 1995, p. 141.

Looking at several definitions of learning that have been put forward by the experts above, it can be concluded that learning is an activity that causes changes in a person, whether in the form of knowledge, behavior, attitudes or skills that lead to better actions.

3. Understanding Tutoring

Tutoring is assistance from a tutor to students in finding the right way to learn, in choosing an appropriate study program and in overcoming difficulties that arise related to the demands of learning in an educational institution. Tutoring is a type of guidance that helps students in facing and solving educational problems. (Hadi Lubis, 2022) Tutoring is assistance provided by a tutor to students in facing and solving problems related to education and learning problems.

Tutoring is in principle the same as academic guidance, if seen narrowly it is often referred to as tutoring (*intruction guidance*), and if viewed broadly it can be called educational guidance (*educational guidance*). (Samsuddin, 2023)

4. Purpose of Tutoring

According to Abu Ahmadi in his book Didactic Methodology, the aim of guidance is "to provide assistance to students so they can find their own way to learn with easier and more efficient methods."

Then, in line with Abu Ahmadi's opinion above, Wakatiri, et al., in his book Assessment of Learning Outcomes, stated that the aim of tutoring is:

- a. Finding effective and efficient ways for a child or group of children.
- b. Demonstrate appropriate ways of studying and using textbooks.
- c. Provide information (advice and instructions) on how to use the library
- d. Doing school assignments and preparing for tests and exams.
- e. Choose a subject according to your talents, interests, intelligence, ideals and physical health condition.
- f. Demonstrates ways to deal with difficulties in certain subjects.
- g. Determine the division of time for planning the study schedule.
- h. Choose additional lessons that are related to work at school or to develop talents and careers in the future. (Dini & Aminuddin, 2022)

The opinion above is correct because guidance is a direction to provide assistance to students so that they can find their own way to learn with easier and more efficient

methods. (Fefdianti, 2022) Then according to Dewa Ketut Sukardi and Desak Sumiati, the objectives of guidance in schools consist of "general objectives and specific objectives".

a. General purpose

After students receive guidance services at school, it is generally expected that:

- 1) So that students can develop their understanding and self-awareness in their progress at school.
- 2) So that students can develop knowledge about the world of work, as well as a sense of responsibility in choosing a particular job opportunity in accordance with the required level of education.
- 3) So that students can develop the ability to choose and match knowledge about themselves with information about existing opportunities appropriately and responsibly.
- 4) So that students can demonstrate respect for the interests and self-esteem of others.

b. Special purpose

The specific objectives to be achieved after students receive guidance services are:

- 1) So that students have the ability to overcome difficulties in understanding themselves.
- 2) So that students have the ability to overcome difficulties in understanding their environment, including the school environment, family and wider community life.
- 3) So that students have the ability to understand the difficulties in identifying and solving the problems they face.
- 4) So that students have the ability to overcome and channel their potential in education and in the right field of work.

Several definitions that have been put forward by the experts above regarding the objectives of guidance, it can be seen that what is to be achieved with the existence of learning guidance in schools is the optimal level of development for each individual and the ability to overcome the problems faced by themselves and be able to adapt to their

environment, both the school environment, family, and the community environment where they live. (Khoeron et al., 2024)

5. The Function of Study Guidance

According to Wakatiri et al., there are four types of tutoring functions, namely:

- a. Preservative, namely maintaining and fostering a good atmosphere and situation and continuing to strive for the smooth running of teaching and learning activities.
- b. Preventive, namely actions taken to prevent problems before they occur.
- c. Curative, namely trying to cure, correct and limit the problem.
- d. Rehabilitation, namely carrying out follow-up and placement after adequate recruitment. (Syarif, 2022)

Then according to Djumhur and Moh. Surya, the function of guidance is:

- a. Disclosure, namely the supervisor approaches the student so that the student with the problem is willing to tell about his problem.
- b. Channeling, namely providing opportunities for students to develop talents according to their personalities.
- c. Adjustment, namely helping to create adjustment between students and their environment.
- d. Prevention, namely providing assistance to students to avoid the possibility of obstacles or disturbances occurring.
- e. Development, namely helping students to develop their potential naturally.
- f. Improvement, namely helping students improve and enhance what is less good to become better. (Lawolo, 2022)

This description clearly shows that tutoring has a function in developing the potential of the students themselves.

6. The Role of Teachers in Implementing Tutoring

Teachers are the most significant adults to students. As educators, they play a crucial role in the entire learning process. Therefore, every teacher is required to possess the knowledge, skills, and awareness to carry out their duties. To accomplish this, teachers must understand themselves and their relationship to their behavior, as well as complement and deepen their knowledge of their students.

Then, as a guide in the learning process, it is expected that teachers:

- a. Provide various information needed in the learning process
- b. Helping each student in overcoming the personal problems he faces.
- c. Provide adequate opportunities so that each student can learn according to their personal characteristics.
- d. Get to know and understand each student both individually and as a group.
- e. Assess the success of each step of the activity that has been carried out.

The description above outlines three main points that underlie the need for guidance from an educational perspective. First, it examines the nature of education as a foundation for personality development. Second, education is constantly evolving dynamically, and therefore, changes and adjustments are constantly occurring in its components. Third, teachers essentially have a role beyond that of instructors, but a broader one: as educators. (Drane John, 2005)

Guidance requires a student's personal data. This data can be obtained through tests, interviews, or observations, for example, to understand the student's personal background, which is crucial in providing guidance. Furthermore, each student differs in age, mental state, physical condition, social experience, and emotional well-being. This knowledge is highly beneficial and must be readily understood by teachers so that they can provide educational experiences that are beneficial to their development from the outset. Therefore, with a caring, gentle, and sympathetic approach, a teacher or mentor will be well-liked and loved by their mentors. Such an attitude is a powerful attraction to the students they mentor.

The duties, responsibilities and authority of teachers in terms of guidance include:

- a. Collecting data, facts and information about students
- b. Identifying the various needs and problems experienced by students in the classroom.
- c. Aligning student learning difficulty diagnoses
- d. Help provide information to students
- e. Organize group guidance.
- f. Participate in conferences with students

- g. Conduct an assessment of student learning achievements and report this to the counselor if any.
- h. Entrusting students with their problems to counselors
- i. Examining various difficulties and progress of students in the learning process and informing the counselor.
- j. Actively assist in the provision of guidance services in schools. (Nurrofiq, 2021)

Based on the above, it is clear that guidance is inseparable from the teacher's work in the classroom. Guidance is not solely the responsibility of guidance specialists; teachers also serve as guides. They must oversee and direct the overall personal development of each student. In carrying out guidance, including tutoring, the following steps are recognized:

- a. Case identification steps. This step is intended to identify the case and its apparent symptoms. Teachers often observe symptoms of student difficulties in the form of declining learning outcomes or low student achievement, as seen in report cards and grades, as well as frequent changes in students' behavior during the learning process.
- b. Diagnostic steps. This step aims to pinpoint the exact location of learning difficulties. Data collection is conducted using various data collection techniques. Once collected and observed, the student's problems and the underlying causes can be identified.
- c. The pro-diagnosis step. This step determines the type and technique of assistance appropriate to the nature, characteristics, and background of the student's difficulties. This step is based on the conclusions reached in the diagnostic step.
- d. Therapeutic steps or providing assistance. Providing assistance or guidance to students so that the problems or learning difficulties they face can be overcome and solved, students can achieve optimal results and have a healthy attitude of adjustment.
- e. Evaluation steps and *follow up* (follow-up). In step *follow up* (follow-up) where further developments are observed over a longer period of time. Carrying out evaluations and follow-up actions requires considerable time and requires a more in-depth look at subsequent developments. (Shiddiq, 2023)

C. Method

This type of research is field research (*field research*) with a quantitative approach that aims to explain the role of teachers in implementing tutoring for students of Madrasah Ibtidaiyah Darul Ulum Pekauman, South Banjarmasin District, Banjarmasin City and the factors that influence the role of teachers in implementing the tutoring. The sampling technique used in this study is purposive sampling, namely taking it purposefully, which is aimed at 9 teachers in Darul Ulum Pekauman Elementary School, South Banjarmasin District, Banjarmasin City.

The data to be collected in this study are data on the role of teachers in providing tutoring for students and the factors that influence the role of teachers in providing tutoring for students at Madrasah Ibtidaiyah Darul Ulum Pekauman, South Banjarmasin District, Banjarmasin City. The data collection techniques for this study were questionnaires, observation, and document utilization. Data processing was carried out using editing, coding, scoring, tabulating, and data interpretation techniques.

D. Result and Discussion

Research on the role of educators in implementing learning guidance for elementary school students at Madrasah Ibtidaiyah Darul Ulum was conducted through observation, interviews, and documentation. This study aims to determine how teachers carry out their role in guiding students during the learning process. Based on the results of the research conducted, data obtained showed that teachers have a very important role in improving student motivation and learning achievement. Teachers are not only tasked with delivering lesson materials, but also provide direction, motivation, and assistance to students who experience learning difficulties. The implementation of learning guidance is carried out in a planned manner through learning activities in and outside the classroom. Teachers also pay special attention to students with low learning abilities so they can follow the learning well. Through learning guidance, students become more active, disciplined, and have a higher enthusiasm for learning.

The research results show that the majority of teachers at Darul Ulum Elementary School have implemented tutoring effectively. Teachers provide assistance to students who have not yet understood the learning material through re-explanations and additional

exercises. Furthermore, teachers provide learning motivation before the lesson begins to encourage students to be more enthusiastic in participating. The teachers' approach makes students feel more comfortable in class. Teachers also create an active and enjoyable learning environment so that students do not easily become bored. Tutoring activities are carried out continuously according to student needs. Therefore, the implementation of tutoring has a positive impact on student learning development.

Interviews with the principal revealed that the tutoring program is a crucial part of the school. The principal provides full support to teachers in implementing tutoring activities. This support includes providing learning resources and supervising classroom teaching and learning activities. Teachers are given the freedom to use learning methods appropriate to the students' needs. The principal also periodically evaluates the tutoring program. This evaluation is conducted to determine the program's success. This allows for continued development and improvement of tutoring activities.

Observations show that teachers use a variety of learning methods during tutoring sessions. They employ lectures, discussions, question-and-answer sessions, and practice exercises to help students understand the material. The varied methods encourage students to be more active during the learning process. Teachers also utilize simple learning media, such as pictures and props, to capture students' attention. Students appear more enthusiastic when teachers use learning media during their learning activities. This demonstrates that the use of learning methods and media significantly contributes to the success of tutoring sessions. This makes the learning process more effective and enjoyable for students.

The research also shows that teachers pay special attention to students experiencing learning difficulties. Teachers employ an individualized approach to students with low learning abilities. This approach involves providing additional explanations and specific exercises. Teachers also strive to understand the causes of the students' learning difficulties. Students feel more cared for, which leads to greater confidence in participating in learning. An individualized approach helps students gradually improve their learning abilities. Therefore, teacher attention to students is crucial in tutoring activities.

In addition to providing academic guidance, teachers also provide character development to students. Teachers instill discipline, responsibility, and respect for others. Character development is carried out through role models and through daily school practices. Teachers provide examples of good behavior for students to emulate. Students are taught to keep the classroom clean and obey school rules. Character development helps create an orderly and conducive learning environment. Thus, students develop not only academically but also in their attitudes and behaviors.

Based on documentation, it was discovered that tutoring activities had a positive impact on student learning outcomes. Student grades improved after receiving tutoring from teachers. Students also became more active in asking and answering questions during lessons. Student attendance at school increased because they felt more comfortable learning. Parents also responded positively to the implementation of tutoring at the madrasah. They felt that their children were more diligent in studying at home. Therefore, tutoring activities need to be continuously developed to improve the quality of education in schools.

Research Results Table

No	Aspects Studied	Research result	Category
1	Learning guidance planning	Teachers organize a guidance program before learning	Good
2	Student learning motivation	The teacher gives motivation before the lesson starts	Very good
3	Student mentoring	Teachers help students who have learning difficulties	Very good
4	Use of learning media	Teachers use simple media in learning.	Good
5	Individual approach	Teachers pay special attention to certain students	Good
6	Learning evaluation	Teachers carry out periodic evaluations of learning outcomes	Very good
7	Student character development	Teachers guide students' discipline and responsibility	Very good

No	Aspects Studied	Research result	Category
8	Cooperation with parents	Communication between teachers and parents is going well	Good
9	Obstacles to the implementation of guidance	Time constraints in student mentoring	Enough
10	Impact of learning guidance	Student achievement and activity increased	Very good

The role of educators in implementing learning guidance at Darul Ulum Elementary School has a significant impact on student development. Teachers act as instructors, guides, and motivators in the learning process. They not only deliver subject matter but also help students better understand the lessons. Learning guidance is implemented in a planned and continuous manner, tailored to students' needs. Teachers pay attention to students experiencing learning difficulties to ensure they do not fall behind in their learning. This demonstrates the crucial role of teachers in improving the quality of student learning. Therefore, learning guidance is a key factor in the success of education in schools.

The research results show that teachers developed a learning guidance program before the teaching and learning activities began. This planning was carried out to ensure a more focused and effective learning process. Teachers tailored the learning program to the conditions and abilities of the students in the class. The program included learning assistance activities and evaluation of student learning outcomes. Teachers also considered learning methods appropriate to the characteristics of elementary school students. Good planning helps teachers carry out the learning process optimally. Therefore, developing a guidance program is a crucial step in learning activities.

Teachers play a crucial role in increasing students' motivation to learn at school. Before starting a lesson, teachers always provide motivation to students to increase their enthusiasm for learning. This motivation is achieved through advice and positive reinforcement. Teachers also reward students who demonstrate good academic performance. This motivation makes students feel valued and cared for. Students become more active in participating in classroom learning activities. Therefore, learning motivation significantly influences students' enthusiasm for learning.

The implementation of tutoring is one concrete manifestation of the teacher's role in learning guidance activities. Teachers provide assistance to students who do not yet understand the material. This assistance is provided through re-explanations and additional practice. Teachers also provide dedicated time for students to ask questions about material they don't understand. Tutoring makes students feel more comfortable while studying at school. Students become more confident in participating in learning activities. Therefore, tutoring significantly helps improve student learning outcomes.

The use of learning media is one of the strategies teachers use in implementing learning guidance. Teachers use images and simple props to help students understand the subject matter. The use of learning media helps students focus better during learning activities. Students appear more active when teachers use learning media in class. Teachers adapt learning media to the material being taught to students. Learning media helps create a pleasant learning atmosphere. Thus, the use of learning media has a positive impact on student learning.

The individualized approach employed by teachers helps students overcome the learning difficulties they experience. Teachers pay special attention to students who are less active or have low learning abilities. This approach is carried out through direct communication between the teacher and the student. The teacher strives to understand the issues causing the student's learning difficulties. This individualized approach makes students feel more cared for by the teacher. Students become more open in expressing their learning challenges. Therefore, an individualized approach is crucial in tutoring activities.

Teachers regularly evaluate learning outcomes to track student progress. They use tests and assignments as learning evaluation tools. Evaluation results are used by teachers to determine the next steps for student guidance. Teachers can identify students who need additional support in their learning. Evaluation also helps students understand their strengths and weaknesses. Evaluation activities make the learning process more focused and effective. Therefore, learning evaluation plays a crucial role in improving the quality of student learning.

In addition to providing academic guidance, teachers also provide character development to students. Teachers instill discipline and responsibility in students' daily

lives at school. Teachers model good behavior for students throughout the learning process. Character development is achieved through exemplary behavior and continuous practice. Students are taught to respect teachers and maintain good relationships with their peers. Character development helps create an orderly and comfortable learning environment. This allows students to develop academically and morally in a balanced manner.

Collaboration between teachers and parents is a key factor in successful tutoring. Teachers regularly communicate with parents regarding students' learning progress at school. Parents provide support for their children's learning activities at home. Good communication helps teachers understand students' progress more deeply. Parents also feel more involved in their children's education. This collaboration helps foster students' enthusiasm for learning both at home and at school. Therefore, a good relationship between teachers and parents is essential for student education.

Although the implementation of the tutoring program went well, teachers still faced several obstacles. The main obstacle identified in the study was the limited time available to provide tutoring to all students. Teachers have significant teaching responsibilities each day, limiting their time for tutoring. Some students require more attention than others. Teachers strive to utilize their free time to provide additional tutoring to students. These obstacles do not diminish the teachers' enthusiasm in carrying out their duties as tutors. Thus, teachers continue to strive to provide optimal educational services to students. Overall, the implementation of tutoring at Darul Ulum Elementary School has had a positive impact on student development. Students become more active and disciplined in participating in learning activities at school. Student achievement also improved after receiving tutoring from teachers. Teachers successfully created a comfortable and enjoyable learning environment for students. Support from the principal and parents contributed to the success of the tutoring program. Tutoring activities help students achieve better academic development and character development. Therefore, the role of educators in implementing tutoring is crucial in improving the quality of education at madrasahs.

The role of educators in implementing learning guidance at Darul Ulum Elementary School has shown excellent results. Teachers have a significant responsibility

in supporting students' learning development. Learning guidance is provided through academic activities and character development. Teachers also provide attention to students experiencing learning difficulties. Guidance is implemented in a planned and continuous manner. This is evident from observations and interviews conducted throughout the study. Research data indicates that teachers are a key factor in student learning success.

The research results show that teachers develop a routine learning guidance program. The program is created before teaching and learning activities begin. Teachers adapt the program to the needs of the students in the class. Program development is carried out through discussions with the principal. Teachers also consider each student's academic abilities. Good planning helps the learning process become more focused, thus ensuring effective guidance implementation.

Student learning assistance is a crucial part of the learning process at madrasahs. Teachers actively assist students who are having difficulty understanding the material. Assistance is provided through re-explanations and additional practice. Teachers also set aside dedicated time outside of class hours. This approach makes students feel more cared for and confident in participating in learning. This demonstrates that teacher support significantly impacts student learning success.

Teachers at Darul Ulum Elementary School always provide motivation before lessons begin. Motivation is provided through advice and encouragement to students. Teachers strive to create a pleasant learning atmosphere in the classroom. Students become more active when teachers provide positive encouragement. Motivation to learn helps students increase their interest in the subject. Teachers also give awards to students who excel. Thus, students' enthusiasm for learning continues to increase.

The use of learning media is one of the strategies teachers use in conducting tutoring. Teachers use pictures and simple props when explaining material. The use of media helps students understand the lesson more easily. Students appear more focused when learning media is used in class. Teachers adapt the media to the characteristics of the learning material. Learning media also helps reduce student boredom during learning. Therefore, the use of media has a positive impact on student learning outcomes.

Collaboration between teachers and parents significantly impacts the success of tutoring. Teachers regularly communicate with parents regarding student progress. Parents provide support for home learning activities. Communication occurs through meetings and text messages. This collaboration helps teachers gain a deeper understanding of students' circumstances. Parents also feel more involved in their children's education. This allows the tutoring process to run optimally.

Teachers regularly evaluate learning outcomes at Darul Ulum Elementary School. Teachers use tests and assignments to assess student abilities. Evaluations are conducted after the learning material has been delivered. The results are used as a basis for providing further guidance. Teachers can identify students who need special attention. Evaluations also help students understand learning weaknesses. Therefore, evaluation is a crucial part of the learning guidance process.

Character development is a primary focus for teachers at madrasahs. Teachers guide students to develop discipline and responsibility. This development is achieved through role models and daily habits. Teachers model good behavior for students at school. Students are taught to respect teachers and peers. Character development helps create a conducive learning environment. This way, students develop not only academically but also morally.

Teachers apply an individualized approach to students with learning difficulties. Teachers pay special attention to students who are less active in class. This approach is carried out through direct communication with students. Teachers try to understand the causes of their learning difficulties. This individualized approach makes students feel more comfortable while learning. Students become more open in expressing learning challenges. This demonstrates the importance of teachers' attention to each student's needs.

The research results show that time constraints are a barrier to implementing tutoring. Teachers have significant teaching responsibilities each day. This situation limits tutoring time. Some students require more intensive support than others. Teachers strive to utilize free time to provide additional tutoring. This obstacle does not diminish teachers' enthusiasm for mentoring students. Therefore, teachers continue to strive to carry out their tutoring duties optimally.

The impact of tutoring is evident in the increased achievement and active participation of students in class. Students are more confident in asking questions to teachers during lessons. Student grades have also improved compared to previous years. Teachers feel that tutoring helps students understand the material better. Students appear more disciplined in completing schoolwork. These successes demonstrate the importance of tutoring in elementary schools. Therefore, its implementation needs to be continuously developed in madrasahs.

Teachers play a role as guides and motivators for elementary school students. Teachers not only convey course material to students, but also help students overcome learning challenges. This role fosters a closer relationship between teachers and students. Students feel comfortable consulting with them about learning difficulties. Teachers provide solutions tailored to their abilities. This makes the learning process more effective and enjoyable.

Tutoring in madrasahs is structured and directed. Teachers create a specific schedule for providing tutoring. This schedule is tailored to the needs of students in each class. Teachers also collaborate with homeroom teachers in implementing tutoring. Tutoring activities take place before and after lessons, giving students more opportunities to understand the material. This demonstrates that tutoring is a vital part of the madrasah education system.

Students who receive tutoring show positive behavioral changes. They become more diligent in participating in classroom activities and are also more disciplined in completing assignments assigned by teachers. These changes are evident in increased student attendance. Teachers feel that the approach is well-targeted. Parents also acknowledge their children's increased enthusiasm for learning. Therefore, tutoring provides significant benefits to students.

Teachers use a variety of learning methods during tutoring sessions. These methods include discussions and practice exercises with students. This variety of methods helps students understand the material more easily. Teachers adapt the methods to the abilities of the students in the class. Students appear more active when learning is conducted interactively. Teachers also provide opportunities for students to ask questions freely. This makes tutoring sessions more engaging for students.

Tutoring helps students build confidence in their learning. Previously passive students begin to express their opinions in class. Teachers provide positive support to each student regardless of their abilities. This support makes students feel valued and cared for. Students' self-confidence increases after receiving tutoring. Teachers also praise students who demonstrate learning progress. This demonstrates that teacher attention significantly impacts student development.

A good relationship between teacher and student is a key factor in the success of tutoring. Teachers strive to foster open communication with students. Students feel more comfortable discussing learning issues with teachers. A harmonious relationship helps create a conducive classroom atmosphere. Teachers also better understand each student's needs, leading to greater student engagement and enthusiasm in the learning process. Therefore, interpersonal relationships are crucial in tutoring activities.

Teachers at Darul Ulum Elementary School demonstrate patience in guiding students. Their patience is evident when dealing with students who are slow to grasp the material. They provide repeated explanations until students truly understand the lesson. This attitude encourages students to be less afraid to ask questions, making them more comfortable during class. The teachers' patience also creates a positive learning environment, enabling students to learn more optimally.

Tutoring activities also help reduce student learning difficulties. Teachers provide solutions to problems students encounter while learning. These solutions take the form of additional exercises and simple explanations. Students feel supported by the teacher's guidance. Learning difficulties become easier to overcome. Teachers also regularly monitor student progress. Therefore, tutoring is essential in elementary schools.

Implementing discipline in learning activities is an essential part of tutoring. Teachers encourage students to arrive at school on time. Students are also taught to maintain classroom cleanliness and order. This practice is carried out consistently every day. Teachers provide educational reprimands to students who violate rules. Discipline helps students become more responsible for their schoolwork. This fosters character development in students.

Teachers give equal attention to all students in the class. They treat each student equally. They treat each student according to their needs. This fairness makes students

feel valued at school. Students become more enthusiastic about participating in daily learning. Teachers also find it easier to build positive relationships with their students. This demonstrates the importance of professionalism in education.

A conducive school environment supports the success of tutoring in madrasas. Teachers and students work together to maintain a comfortable learning atmosphere. The principal also supports the tutoring program. Learning resources are utilized optimally to support student learning. A positive environment allows students to focus more on their studies. Teachers find it easier to carry out classroom learning activities. Therefore, the school environment has a significant impact on educational success.

Teachers consistently evaluate the learning guidance program after it has been implemented. Evaluations are conducted to determine the success of the program. Teachers improve their teaching methods based on the evaluation results. Students are also given the opportunity to express their opinions regarding the learning process. Evaluations help teachers improve the quality of classroom learning. These activities make the guidance process more effective and efficient. Consequently, the quality of education in madrasas continues to improve.

The research results showed that students understood the material more easily after receiving tutoring. The teacher provided additional explanations for material that students found difficult. The explanations were delivered in simple, easy-to-understand language. Students became more engaged when the teacher provided real-life examples during the lesson. This active participation demonstrated an increased interest in learning in class. The teacher felt that this approach was very helpful for students. Therefore, tutoring needs to be consistently implemented.

The role of teachers as role models is crucial in the educational process in elementary schools. Teachers model good behavior for students every day. This role model helps students understand positive values in life. Students tend to imitate their teachers' attitudes and behavior at school. Teachers are mindful of their words and actions to set a good example. Teachers' exemplary behavior also helps shape students' disciplined and polite character. Thus, teachers have a significant influence on student development.

Teachers strive to create an active and enjoyable learning environment for students. Learning is conducted through activities that involve direct student participation. Students are given the opportunity to discuss with their classmates. Teachers also use educational games to increase student enthusiasm for learning. A fun learning environment helps students understand the material more easily. Students appear more enthusiastic during the learning process. This demonstrates the importance of teacher creativity in guidance activities.

Tutoring helps students develop social skills at school. Students learn to work collaboratively with peers in group activities. Teachers teach the importance of mutual respect among students. Group activities help students learn to communicate effectively. Students also become more compassionate toward peers experiencing learning difficulties. Teachers provide guidance to students on how to maintain harmonious relationships in the classroom. Thus, tutoring provides social benefits for students.

Teachers pay special attention to students with low achievement. The approach is gradual to avoid students feeling pressured. Teachers provide additional practice based on the student's abilities. Students feel more confident after receiving support from teachers. Parents are also invited to collaborate in supporting their children's learning process. This approach helps improve student learning outcomes gradually. Therefore, collaboration between teachers and parents is essential.

The implementation of learning guidance in madrasas has shown quite satisfactory results. Teachers are able to carry out their duties as educators and mentors effectively. Students show positive developments in attitudes and learning achievement. The guidance program helps create a more effective learning process. Existing obstacles can be overcome through cooperation from all school stakeholders. Teachers continuously strive to improve the quality of educational services for students. Thus, educational goals in madrasas can be optimally achieved.

Tutoring activities have a positive impact on students' academic development. Students' grades improve after receiving tutoring from teachers. Students also become more active in classroom learning activities. Teachers find it easier to convey material to motivated students. Parents observe positive changes in their children's learning habits at

home. These successes demonstrate the importance of tutoring in primary education. Therefore, tutoring programs need to be maintained and developed.

Overall, the role of educators in implementing tutoring is crucial at Darul Ulum Elementary School. Teachers are the primary actors in helping students achieve learning success. Tutoring is implemented through various strategies tailored to students' needs. Teachers provide ongoing motivation and support to students. Research shows that tutoring has a positive impact on student development. School and parental support also contribute to the success of the tutoring program. Therefore, tutoring is a crucial component in improving the quality of education at the school.

1. The role of teachers in implementing tutoring

a. Steps in tutoring activities by teachers

From the data obtained through the questionnaire, it was found that 78% of teachers reported frequently encountering students experiencing learning problems or difficulties, which is considered high, and 22% of teachers reported occasionally, only a few times per semester, which is considered low. Therefore, students experiencing learning difficulties or difficulties are considered high.

Then, from the data obtained through the questionnaire, it was also found that 78% of teachers always provide guidance or direction to students who experience these problems, this is included in the high category, and there are 22% of teachers who stated that they sometimes provide guidance or direction in learning difficulties, this is included in the category.

Furthermore, based on the data generated through the questionnaire, it was also found that 56% of teachers who always carried out the steps of problem identification, diagnosis, prognosis, therapy, evaluation and follow-up were included in the sufficient category, and 44% of teachers who stated that they sometimes carried out the steps of problem identification, diagnosis, therapy, evaluation and follow-up were also included in the sufficient category.

b. Teacher techniques and methods in trying to understand students and their problems

From the results of the questionnaire answered by respondents, it was found that teachers who used interview techniques, observation, analyzing test/practice results

and follow-up in an effort to understand students and their problems were included in the very high category, namely 89%, and teachers who only used observation techniques and analyzing test/practice results in understanding students and their problems were included in the very low category, namely 11%.

Furthermore, the results of the questionnaire answered by respondents also revealed that 56% of teachers who used individual/group guidance techniques, remedial teaching/remedial activities, and lesson enrichment (tutoring) were in the sufficient category. Thus, these techniques demonstrate an active role in tutoring in schools.

The questionnaire also revealed that 78% of teachers used lectures, Q&A, assignments, and discussions, categorized as high, while 22% of teachers used lectures, assignments, and Q&A methods, categorized as low. Furthermore, teachers who used lectures and assignments were also categorized as low. This means that teachers have implemented a variety of methods in providing group tutoring.

Then, from the results of the questionnaire regarding the methods used in tutoring which are carried out in a combination or variation, it is known that teachers who often, almost every day, teach using a combination/variation guidance method and there are 56% included in the sufficient category, and teachers who stated that they sometimes use a combination/variation method are 44% also included in the sufficient category. Thus, teachers have implemented a variety of methods in teaching.

Then based on the results of the questionnaire regarding educational information services, the techniques used by teachers in information services, namely 44% are included in the sufficient category of teachers providing direction during class promotion/report card distribution, flag roll call, additional lessons/tutoring, and the learning process taking place are included in the sufficient category, and 34% are included in the low category of teachers providing direction during class promotion/report card distribution, flag roll call, additional lessons/tutoring, while 22% are also included in the low category of providing direction during class promotion/report card distribution, flag roll call.

c. Forms of activities by teachers in order to provide study guidance

The results of the questionnaire showed that teachers who stated that reteaching, individual/group guidance, giving homework, and having students study material that they had not yet mastered were in the very high category, namely 89%. This shows that on average, all teachers carried out remedial work in the form of reteaching, individual/small group guidance, and giving homework, in addition to having students read/study material that they had not yet understood.

d. Guidance implementation time

Based on interviews with teachers, it was found that problem identification activities were carried out by teachers during learning activities or after completing a topic (post-test). Furthermore, this activity can also be carried out at any time as needed, namely if students are found to be exhibiting deviant behavior during learning activities. Likewise, teachers provide problem-solving assistance directly after identifying which students are having problems and the cause or background of the problem. Therefore, assistance in solving learning difficulties or tutoring can also be provided at other times outside of scheduled class hours. For information services, these services are not specifically scheduled or programmed, so they can be implemented at any time depending on the conditions and opportunities available.

2. Factors that influence the role of teachers in implementing tutoring

a. Teacher educational background.

Based on the data from the questionnaire results, it is known that 100% of teachers with a bachelor's degree (S1) are included in the very high category, and there are no teachers with a high school/vocational high school or Diploma II and III education background. Then, looking at the educational background of teachers who have a bachelor's degree (S1), the average background is a teaching bachelor's degree. Thus, the educational background of these teachers is very supportive of the role of teachers in implementing tutoring for students at the Darul Ulum Pekauman Elementary Madrasah, South Banjarmasin District, Banjarmasin City.

b. Work experience factor.

From the results of the questionnaire, it is known that teachers with a teaching experience of more than 10 years are 78% included in the high category, and teachers with a teaching experience of between 5-10 years are 22% included in the low category, while there are no teachers who have taught for 0-5 years. Thus, when viewed from the length of service of teachers, most of the teachers are quite experienced in conducting tutoring, this is most of the teachers have more than 10 years of teaching at Madrasah Ibtidaiyah Darul Ulum Pekauman, South Banjarmasin District, Banjarmasin City.

c. Student attitude factors.

From the data obtained through the questionnaire, it was found that 78% of teachers, in the high category, stated that students were very enthusiastic about tutoring, and 22% of teachers, in the low category, stated that they were quite enthusiastic, and no students were indifferent. Thus, students' attitudes toward tutoring provided by teachers can be said to be very enthusiastic.

d. Factors of completeness of facilities and guidance suggestions.

Based on the results of the questionnaire regarding the completeness of facilities and guidance tools, it is known that 56% of teachers stated that they were complete, including in the sufficient category, and 44% of teachers stated that they were quite complete, also included in the sufficient category. Thus, regarding the completeness of facilities and guidance tools, it is clear that the Darul Ulum Pekauman Elementary School, South Banjarmasin District, Banjarmasin City has adequate facilities and guidance tools, because these facilities and tools are one of the supporting factors in implementing the learning guidance.

e. The time factor available to carry out guidance.

Based on the results of the questionnaire regarding the ability of teachers to use the available time, it is known that 78% of teachers stated that they had sufficient time to carry out tutoring, including the high category, and 22% of teachers stated that they had sufficient time to carry out tutoring, including the low category. Thus, the time used by teachers at Madrasah Ibtidaiyah Darul Ulum Pekauman, South Banjarmasin District, Banjarmasin City to carry out tutoring can be said to be very available.

Conclusion

Based on the results of the research conducted by the author, it can be concluded that the role of teachers in implementing tutoring for students of Madrasah Ibtidaiyah Darul Ulum Pekauman, South Banjarmasin District, Banjarmasin City has been carried out well. This role includes the steps of the tutoring activities, the techniques and methods used, the form of activities, and the time of the tutoring implementation. Teachers have a very important role in improving the quality of student learning because teachers not only function as conveyors of lesson materials but also as guides, motivators, facilitators, and educators who help students overcome learning difficulties. The implementation of tutoring is carried out through providing learning motivation, student mentoring, the use of learning media, individual approaches, and periodic evaluation of learning outcomes. Teachers also strive to guide students in character formation such as discipline, responsibility, and mutual respect so that students not only develop in the academic field but also in the moral and social fields. With the tutoring, students become more active, confident, disciplined, and experience an increase in learning achievement so that educational goals can be achieved optimally.

The factors influencing the role of teachers in implementing tutoring for students at Darul Ulum Pekauman Elementary School, South Banjarmasin District, Banjarmasin City, consist of several important aspects. The teachers' educational background is very supportive because all teachers have a bachelor's degree (S1) in teaching, so they are able to understand the appropriate learning methods and strategies in providing tutoring to students. In addition, the work experience of teachers, most of whom have taught for more than ten years, is also a supporting factor for the success of the tutoring implementation because teachers have a better understanding of the characteristics and learning needs of students. Students' attitudes towards tutoring activities are also very enthusiastic, so the learning process can take place well and effectively. The condition of the available tutoring facilities and tools are adequate, so they help teachers in implementing learning activities optimally. In addition, the availability of sufficient time to carry out tutoring also provides opportunities for teachers to provide additional assistance to students who experience learning difficulties. With these supporting factors, the implementation of tutoring at Darul Ulum Elementary School can run well and have a positive impact on student learning development.

Reference

- Abdel Nasier, Gamal. "Analysis of Communication Terms in the Qur'an and Their Application in Qur'an-Based Learning." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 4, no. 2 (December 31, 2024): 141–65. <https://doi.org/10.69900/ag.v4i2.505>.
- Abdurrohman, R., Nurbayan, Y., & Sopian, A. (2023). Understanding the Semantic Meaning of the Words of Advice and Will in the Quran: Toshihiko Izutsu's Theoretical Approach. *Ukazh: Journal of Arabic Studies*, 4(2), 268–277. <https://doi.org/10.37274/ukazh.v4i2.769>
- Afrizal, A. F. (2022). Understanding Islamic Education Management and Its Implications. *Journal of Teacher Education*, 3(3). <https://doi.org/10.47783/jurpendigu.v3i3.376>
- Amin, S., I. Abinnashih, and R. C. Dewi. 2025. "Utilizing CBT Based E-Learning to Enhance the Quality of Education at MTs N 2 Purbalingga." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*. <https://doi.org/10.69900/ag.v5i1.450>
- Arfani, A. A. D., P. S. Fintani, T. Falasifa, and ... 2025. "Implementation of the Incentive Grant Policy by the Central Java Provincial Government for Non-Formal Religious Education Teachers at BADKO LPQ in Belik Subdistrict." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*. <https://doi.org/10.69900/ag.v5i1.448>
- Arifin, Putri Paradiva, Ramdanil Mubarak, and Muhammad Imam Syafi'i. "Transformasi Budaya Religius: Strategi Implementasi Pendidikan Agama Islam Di Sekolah Menengah Pertama Islam DDI Sangatta Utara." *AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam*, July 2, 2024, 96–120. <https://doi.org/10.69900/ag.v4i2.209>.
- Ayu Diah Arfani, Arlinda, Pubita Sasti Fintani, Tafti Falasifa, and Zaki Ambrulloh. "Implementasi Kebijakan Insentif Hibah Pemprow Jateng Pada Guru Pendidikan Agama Non-Formal Di Badko LPQ Kecamatan Belik." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 1 (June 30, 2025): 109–25. <https://doi.org/10.69900/ag.v5i1.448>.
- Bakar, A. B. A., and M. R. Ridho. 2025. "The Impact of Human Psychological Conditions on the Application of Islamic Law in Determining the Validity of Worship." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*. <https://doi.org/10.69900/ag.v5i2.478>
- Casudi, Casudi, Haris Diar Rizki, Siti Winda Normasari, Prada Laila Isyrina, and Elza Roikhatul Miskiyyah. 2025. "Integration of Character Education in Aqidah Akhlaq Learning for Fourth Grade Students at Madrasah Diniyah Baabussalam, Kemukten Village." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5(2):290–318. <https://doi.org/10.69900/ag.v5i2.506>
- Dahnar. (2022). Sociological Approach in Islamic Studies. *AZKIA JOURNAL : Journal of Islamic Education Actualization*, 16(2). <https://doi.org/10.58645/jurnalazkia.v16i2.50>
- Dewi, Mirnawati, and Mukhlis Mukhlis. "Peran Guru Dalam Meningkatkan Minat Baca Siswa Madrasah Aliyah Raudhatul Islamiyah Kecamatan Sungai Tabuk Kabupaten Banjar." *AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam*, July 2, 2022, 143–56. <https://doi.org/10.69900/ag.v2i2.11>.

- Dini, R., & Aminuddin, A. (2022). The Role and Motivation of Education in Islamic Education through the Experiential Approach, the Habitual Approach, and the Emotional Approach. *Al-Aulia: Journal of Islamic Education and Sciences*, 8(1), 42–55. <https://doi.org/10.46963/aulia.v8i1.539>
- Drane John. (2005). Understanding the New Testament: A Historical - Theological Introduction. In *BPK Gunung Mulia*. Center for Open Science. <https://doi.org/10.31219/osf.io/c3dqa>
- Dzaky, Ahmad, Syahrani Syahrani, and Helyatul Zahra. “Pengaruh Pembelajaran Akidah Akhlak Terhadap Perilaku Siswa Di MIN 24 Hulu Sungai Utara.” *AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam*, July 2, 2023. <https://doi.org/10.69900/ag.v3i1.153>.
- Faiz, M. Abd, S. Amin, E. N. Sari, and Vina Maulida Fitria 2025. “Enhancing Qur’anic Memorization through the Yanbu’a Method: The Role of Tahfidz Teachers at SD Takhassus Al-Qur’an Walisanga Tanjung.” *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*. <https://doi.org/10.69900/ag.v5i2.475>
- Fariduddin, Ecep Ishak. 2025. “Fiqh Education in the Age of Digital Clicks and Social Conflict : Preserving Islam Nusantara Amidst Social Fragmentation.” *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5(1):126–43. <https://doi.org/10.69900/ag.v5i1.449>
- Farina, Mahlida. “Efektivitas Penggunaan Media Digital Dalam Pembelajaran Anak Usia Dinidi Paud Idola Desa Amawang Kiri.” *AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam*, July 2, 2024, 44–58. <https://doi.org/10.69900/ag.v4i1.205>.
- Fatwa, M., and M. Sa’diyah. 2025. “Building the Mental of Santri Through 40 Days of Sunnah Fasting (A Study at Pondok Pesantren Darul Amanah Sukorejo Kendal).” *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*. <https://doi.org/10.69900/ag.v5i2.455>
- Fauzan, Moh., and Ramdanil Mubarak. “Implementasi Nilai Spiritual Dalam Pengajaran Pendidikan Agama Islam Melalui Pengembangan Kecerdasan Spiritual.” *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, July 4, 2024, 59–77. <https://doi.org/10.69900/ag.v4i1.208>.
- Fauziah, Rabiyyatul, Rabi’ah Rabi’ah, and Akhmad Mawardi Syahid. “Tradisi Pesantren Dipondok Pesantren Al Madaniyah Kecamatan Jaro Kabupaten Tabalong.” *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, June 4, 2023. <https://doi.org/10.69900/ag.v3i1.155>.
- Fefdianti, D. (2022). Scientific Approach in Islamic Religious Education (PAI) Learning. *FATAWA: Islamic Religious Education Journal*, 2(1), 131–145. <https://doi.org/10.37812/fatawa.v2i1.405>
- Firmansyah, Firmansyah. 2025. “The Purpose of Education from the Perspective of Hadith in Instilling Islamic Values Dynamically in Daily Life.” *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5(2):340–58. <https://doi.org/10.69900/ag.v5i2.479>
- Hadi Lubis, A. (2022). Mysticism Approach in Islamic Studies. *Al Irsyad: Journal of Islamic Studies*, 1(2), 95–109. <https://doi.org/10.54150/alirsyad.v1i2.94>
- Halijah, Nur Halijah. “Konstruksi Karakter Religius Siswa Melalui Kegiatan Keagamaan Di Sekolah Dasar Negeri Kelayan Dalam 5 Banjarmasin Selatan.” *AL GHAZALI:*

- Jurnal Pendidikan Dan Pemikiran Islam 4, no. 2 (December 31, 2024): 166–80. <https://doi.org/10.69900/ag.v4i2.443>.
- Handayani, F., M. H. Basari, and Nurhidayah 2025. "Implementation of Boarding School Learning in Building Religious Character at SMA Daarul Qur'an Bandung." AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam. <https://doi.org/10.69900/ag.v5i2.472>
- Harlina, Harlina, and Naza Fatia Firantinur. "Fenomena Korean Wave Terhadap Perilaku Belajar Pada Siswa Kelas XII IPA Di Madrasah Aliyah Negeri 3 Banjarmasin." AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam, July 2, 2023, 114–33. <https://doi.org/10.69900/ag.v3i2.188>.
- Hidayat, Rahmad, and Muhammad Riyannor. "Pembinaan Sikap Disiplin Santri Di Pondok Pesantren Al Karamah Desa Keramat Kecamatan Amuntai Selatan Kabupaten Hulu Sungai Utara." AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam, December 4, 2023, 93–113. <https://doi.org/10.69900/ag.v3i2.181>.
- Hidayat, Rahmad, and Rabiatal Adawiyah. "Implementasi Manajemen Kesiswaan Di Madrasah Aliyah Negeri 1 Barito Kuala." AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam, July 2, 2023. <https://doi.org/10.69900/ag.v3i1.174>.
- Hilmah, Noor, Rahmah Apriliyana, Miftahul Jannah, Rita Apriani, and Ruhana Ruhana. "Pelaksanaan Hubungan Sekolah Dan Stake Holder di MI Inayatushshibyan II Banjarmasin." AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam, July 2, 2023. <https://doi.org/10.69900/ag.v3i1.182>.
- Husna, Husna. "Pembelajaran Pendidikan Agama Islam Pada Raudhatul Athfal (RA) Al-Ikhlash Banjarmasin (Teori Dan Praktek)." AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam, July 2, 2022, 157–69. <https://doi.org/10.69900/ag.v2i2.95>.
- Ishak Fariduddin, Ecep. "Pendidikan Fiqh Di Zaman Klik Dan Konflik: Menjaga Islam Nusantara Dari Fragmentasi Sosial." AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam 5, no. 1 (June 30, 2025): 126–43. <https://doi.org/10.69900/ag.v5i1.449>.
- Jailani, Jailani, Ahlam Sbaihat, and Mahmoud Mohamed Hosny. "The Dynamics of Fiqh and Ushul Fiqh as a Treasury of Islamic Sharia for In-Depth Understanding." AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam, July 2, 2023, 134–47. <https://doi.org/10.69900/ag.v3i2.193>.
- Jenal, Ujang. "Implementasi Dan Prinsip Pembelajaran Al-Quran Menggunakan Metode Tilawati Sebagai Pondasi Pemikiran Islam Berbasis Al-Qur'an." AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam, July 2, 2022, 130–42. <https://doi.org/10.69900/ag.v2i2.132>.
- Khoeron, K., Tobroni, T., & Faridi, F. (2024). Islamic Religious Education with a Sufi Approach: Implications for Preventing Bullying Behavior. *TA'DIBUNA: Journal of Islamic Religious Education*, 6(2), 172. <https://doi.org/10.30659/jpai.6.2.172-184>
- Kuswianto, Dwi, and Ovi Ariyanti. "Aktivisme Dakwah Digital Santri Milenial Di Pondok Pesantren Tanbihul Ghofilin Banjarnegara." AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam 5, no. 1 (June 30, 2025): 45–64. <https://doi.org/10.69900/ag.v5i1.439>.

- Laela Sari, Afivah, and Sri Mulyani. "Pengaruh Lingkungan Keluarga Terhadap Akhlak Siswa Sebagai Pembentuk Pola Kepribadian." *AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam*, July 2, 2024, 21–30. <https://doi.org/10.69900/ag.v4i1.210>.
- Latifah, Yunia Dwi. 2025. "Challenges and Strategies in Strengthening the Implementation of the Independent Curriculum in Islamic Religious Education Learning." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5(2):279–89. <https://doi.org/10.69900/ag.v5i2.477>
- Lawolo, A. (2022). Understanding the Concept of the Two Natures of Jesus: A Theological Review According to the Gospel of John 1. *DIDASKO: Journal of Theology and Christian Education*, 2(1), 53–71. <https://doi.org/10.52879/didasko.v2i1.42>
- M. Ikhwan. (2022). Understanding the Relationship between Law, Education, and Politics in the Abbasid Civilization. *JSI: Journal of Islamic History*, 1(2), 113–124. <https://doi.org/10.24090/jsij.v1i2.6777>
- Mabruri, M. O., S. Amin, and ... 2025. "The Use of the Quran Belajar Indonesia Application in Quran Learning at Madrasah Diniyah Takmiliah Awaliyah (MDTA) Hidayatut Tholabah, Tegalarja Village, Banjarharjo District, Brebes Regency." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*. <https://doi.org/10.69900/ag.v5i1.438>
- Mahrta, Mahrta, Mihrab Afnanda, and Khalilurrahman Khalilurrahman. "Konsep Akidah Tentang Takdir Allah Dalam Film Animasi Nussa Dan Rarra." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 1 (June 30, 2025): 78–91. <https://doi.org/10.69900/ag.v5i1.440>.
- Mahrusillah. "Hajj as a Spiritual Journey of Life: Character Education through Transcendental Rituals." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 1 (June 30, 2025): 13–28. <https://doi.org/10.69900/ag.v5i1.437>.
- Masduki, M., & Malikah, N. (2021). Theological Basis of Multicultural Islamic Education. *AL-MIKRAJ: Journal of Islamic Studies and Humanities (E-ISSN: 2745-4584)*, 1(2), 28–35. <https://doi.org/10.37680/almikraj.v1i2.748>
- Miftahudin, Ujang, and Jaelani Husni. "Manajemen Evaluasi Pesantren: Dulu, Kini Dan Nanti." *AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam*, July 2, 2024, 31–43. <https://doi.org/10.69900/ag.v4i1.207>.
- Mukhlis, Mukhlis, Ahyar Rasyidi, and Husna Husna. "Tujuan Pendidikan Islam: Dunia, Akhirat Dan Pembentukan Karakter Muslim Dalam Membentuk Individu Yang Berakhlak Dan Berkontribusi Positif." *AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam*, July 2, 2024, 1–20. <https://doi.org/10.69900/ag.v4i1.189>.
- Mukhlis, Mukhlis, Nuril Huda, and Dina Hermina. "The Effectiveness of the Lok-R Model in Enhancing Academic Achievement in the Islamic Religious Education Study Program." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 4, no. 2 (December 30, 2024): 121–40. <https://doi.org/10.69900/ag.v4i2.417>.
- Mukhlis, Mukhlis. "Lingkungan Pendidikan Islam Dan Problematika: (Kajian Terkait Komponen Utama Lingkungan Pendidikan Islam)." *AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam*, July 2, 2023, 76–92. <https://doi.org/10.69900/ag.v3i2.176>.

- Mukhlis, Mukhlis. "The Effectiveness of Islamic Character Education in Enhancing Students' Leadership, Discipline, and Moral Values." *Al-Mukhlashin: Jurnal Multidisiplin Ilmu* 3, no. 1 (July 2, 2026). <https://doi.org/10.69900/am.v3i1.12>.
- Mukhlis, Mukhlis. "The Study 'Urgency of Asbabun Nuzul and Contribution in Understanding the Qur'an.'" *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, June 4, 2023, 59–75. <https://doi.org/10.69900/ag.v3i1.186>.
- Nabriz, Ahmad, Ahmad Faizal Syahrul Azmi, Abubaker Kashada, Rahmat Ullah, and Ajoy Chandra. "Islamic Religious Education and Digital Citizenship: Preparing Muslim Youth for Ethical Participation in the Global Digital Society." *Al Husna: Jurnal Ilmiah Pendidikan Agama Islam* 3, no. 1 (2026): 1–25. <https://doi.org/10.69900/ah.v3i1.18>.
- Nadrah, Bariraton, Muhammad Azhar Alwahid, and Salati Asmahasanah. "Peran Guru Tahfidz Dalam Meningkatkan Kualitas Hafalan Al-Qur'an Peserta Didik Di Sekolah Huffadz Qur'an Taman Sari Persada." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 1 (June 30, 2025): 1–12. <https://doi.org/10.69900/ag.v5i1.434>.
- Nurrofiq, I. (2021). Implementation of the Cooperative Learning Type STAD Model with a Contextual Approach to Improve Students' Ability to Understand Trigonometry. *Syntax Idea*, 3(11), 2413–2323. <https://doi.org/10.46799/syntax-idea.v3i11.1577>
- Oki Maburi, Muhamad, Solekhul Amin, and Ikhyia Fitria Khasanah. "Penggunaan Aplikasi Quran Belajar Indonesia Dalam Pembelajaran Al-Qur'an Di MDTA Hidayatut Tholabah DesaTegalreja Kecamatan Banjarharjo Kabupaten Brebes." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 1 (June 30, 2025): 29–44. <https://doi.org/10.69900/ag.v5i1.438>.
- Putri, F. R., & Mukhlas, A. A. (2023). Understanding Moral Education Methods in an Islamic Perspective: Comparing the Thoughts of Imam Al-Ghazali and Abdullah Nashih 'Ulwan. *Al-Jadwa: Journal of Islamic Studies*, 2(2), 223–237. <https://doi.org/10.38073/aljadwa.v2i2.987>
- Qomariyah, Alfiah Ayu, and Fina Surya Anggraini. 2025. "Implementation of Islamic Religious Education Learning in the Independent Curriculum Using the Jigsaw Method to Enhance Student Activeness at SMAN 1 Kutorejo." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 5(2):319–39. <https://doi.org/10.69900/ag.v5i2.482>
- Rasyidi, Ahyar, and Muhammad Luthfi Ansyari. "Motivasi Belajar Fiqih Murid Madrasah Ibtidaiyah Sungai Baru Kecamatan Banjarmasin Tengah." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam*, December 4, 2022, 115–29. <https://doi.org/10.69900/ag.v2i2.120>.
- Rijani, Paidillah, and Rahmad Hidayat. "Menjelajahi Maqamat Spiritual: Kontribusi K.H. Juchran Erfan Ali Terhadap Tasawuf Dan Pendidikan Islam Di Pondok Pesantren Ushuluddin Kabupaten Banjar." *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 4, no. 2 (December 31, 2024): 181–200. <https://doi.org/10.69900/ag.v4i2.513>.
- Riswandi, A., & Ningsih, T. Y. (2023). Understanding the Development of Islamic Religious Education Curriculum. *Bilqolam Journal of Islamic Education*, 4(1), 14–26. <https://doi.org/10.51672/jbpi.v4i1.153>

- Rivai, F. A., and N. Rahmawati. 2025. "Workshop, Assistance, and Capacity Building in the Development of Teaching Materials Based on 21st-Century Learning." AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam. <https://doi.org/10.69900/ag.v5i2.470>
- Rusydi, Akhmad, Ahmad Khalidi, and Zahratun Najirah. "Pengaruh Punishment Beda Kerudung Dalam Meningkatkan Mahārah Kalām Santriwati Ihya Ulumuddin Nur Sufi'iyah Amuntai." AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam 5, no. 1 (June 30, 2025): 65–77. <https://doi.org/10.69900/ag.v5i1.435>.
- Samsuddin. (2023). Increasing Motivation to Learn Islamic Religious Education on the Topic of Commendable Behavior Using an Activity-Based Approach Method. *Al-Qalam: Scientific Journal of Islamic Education*, 2(1), 90–100. <https://doi.org/10.61816/jaq.v2i1.45>
- Setiawan, Agus, and Shofi Syifa'ul Fuadiyah Ahla. "Konsep Model Inovasi Kurikulum KBK, KBM, KTSP, K13, Dan Kurikulum Merdeka (Literature Review)." AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam, July 2, 2022, 93–114. <https://doi.org/10.69900/ag.v2i2.80>.
- Shiddiq, L. Q. (2023). The Use of Nasyid Teaching Aids as Innovative Learning to Understand Islamic Religious Concepts at SMA Negeri 1 Ambunten. *Tafhim Al-Ilmi*, 12(1), 84–94. <https://doi.org/10.37459/tafhim.v12i1.4028>
- Syarif, F. (2022). Understanding Geertz Reading Javanese Islam. *Reality : Journal of Islamic Research and Culture*, 17(2). <https://doi.org/10.30762/realita.v17i2.122>
- Syifa, Alya, and Noor Hasanah. "Pemikiran Syekh Abdusshamad Al-Palimbani Dalam Hidayatus Salikin Tentang Konsep Tazkiyatun Nafs." AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam 5, no. 1 (June 30, 2025): 92–108. <https://doi.org/10.69900/ag.v5i1.424>.
- Tanuri, T. 2025. "Exploring the Roles and Challenges of the Sandwich Generation in the Context of Islamic Education and Family Ethics." AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam
- Tri Fitrianto, Ari. "Relevansi Pendidikan Jasmani Dengan Tujuan Pendidikan Islam Dalam Membentuk Individu Yang Seimbang Secara Fisik, Mental, Dan Spiritual." AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam, July 2, 2023, 148–66. <https://doi.org/10.69900/ag.v3i2.194>.
- Wahyuni, Siti, and Tri Handriani. 2025. "Teaching Arabic Pegon through the AIR (Auditory Intellectually Repetition) Learning Model for New Female Students at the Tahfizh Al-Qur'an Islamic Boarding School, Lirboyo." AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam 5(2):263–78. <https://doi.org/10.69900/ag.v5i2.467>
- Yusran, Muhammad, and Muhammad Nur Effendi. "Pendidikan Keluarga Dalam Al-Quran." AL GHAZALI Jurnal Pendidikan Dan Pemikiran Islam, July 2, 2024, 78–95. <https://doi.org/10.69900/ag.v4i2.304>.
- Zainuddin, M. (2023). The Construction of Islamic Legal Thought by Imam Ahmad Ibn Hanbal: A Social History Approach to Islamic Law. *Legitimacy: Journal of Criminal Law and Legal Politics*, 12(2), 88. <https://doi.org/10.22373/legitimasi.v12i2.19858>