THE ROLE OF ACTRESS AND MORALS TEACHERS IN FORMING THE MORALS OF STUDENTS IN GRADE V STATE ELEMENTARY SCHOOL 1 PALEMBANG

Jihan Alfi[1], Shevia Indriani[2], Muhammad Affandi[3]
[1,2,3] Universitas Islam Negeri Raden Fatah Palembang, Indonesia

Email: jihanalfi048@gmail.com

ABSTRACT

This study discusses the role of Akidah Akhlak teachers in shaping the morals of fifth grade students at MIN 1 Palembang. The results of the study are expected to provide an overview of how Akidah Akhlak teachers contribute to shaping students' character, as well as implications for improving the quality of moral learning in schools. This study examines in depth the role of Akidah Akhlak teachers in shaping the morals of fifth grade students at MIN 1 Palembang. This study departs from the importance of character education, especially noble morals, in shaping a young generation with integrity and national insight. Given the central role of Akidah Akhlak teachers in instilling religious and moral values, this study aims to comprehensively reveal how the strategies, methods, and learning approaches applied by Akidah Akhlak teachers at MIN 1 Palembang influence the formation of students' morals. Moral assessment does not only focus on the cognitive aspect, but also includes the affective and psychomotor aspects. Assessment can be done through observation, portfolios, and self-assessment. The process of forming the morals of elementary school children in schools is an integral part of character education. Unlike cognitive learning that focuses on mastering knowledge, moral formation emphasizes the development of moral values and positive behavior. Moral formation in schools is an integrated and ongoing process. Schools act as agents of character formation by combining relevant curriculum, effective learning methods, positive extracurricular activities, and a conducive school environment. The success of this process depends on close cooperation between teachers, students, parents, and the school environment.

Keywords: Teacher Role, Character, Morals, Education

INTRODUCTION

The world of education now requires special attention. related to the nature of children, the problems that have emerged lately in our country are actually not without considering character issues. Character formation (morals) is one of the targets of National Education. Education is a step that is carried out with awareness to build positive character for students so that they can become people who are useful for their beliefs, ethnicities, and the country. The term learning comes from the term "educate". The word "education" according to the Great Dictionary of the Indonesian Language means maintaining or providing training in morality and mental intelligence (Nurhasanah et al., 2024)

The formation of children's character in today's education world requires special attention. The problems that have occurred recently in our country are mostly rooted in character issues. Therefore, the formation of character or morals must be one of the main goals of National Education. Education is a process that is carried out consciously to develop good character in students, so that they can become individuals who are useful for religion, nation, and state. According to the Great Dictionary of the Indonesian Language, the word "education" comes from the word which means the act of maintaining and providing training in morals and intelligence (Arifin et al., 2024). Aqidah and moral education as an indispensable part of religious education, is indeed not the only determining factor in forming a child's character and personality, but substantially, the subject of aqidah and morals has a contribution in providing motivation for children to practice religious values (tawhid) and good morals in everyday life (Jannah, R., & Rahman, A. (2024).

Belief according to etymology is a bond, while according to the term strong and firm faith, of course there is no doubt in it. Creed and morality are always juxtaposed in an educational study, because before we do something moral there must be an intention in the heart first, well this intention is what is called creed. So if the better a person's faith is, the better the person's morals will be, and vice versa if the more laborious a person's faith is, then the worse the person's morals will also be. Just like other sciences, the science of moral beliefs also has a very strong tendency and can be applied into everyday life. Even if asked to choose, it is better not to know the theological meaning of moral creed than to not know how to have good creed and morals (Katong et al., 2024)

Teachers in this case, especially teachers of the subject of aqidah and akhlak, have a very important role as a substitute for parents in the school environment. Students see teachers as role models in implementing morals in everyday life. Therefore, in order to provide the best, teachers will try to do everything that has a positive impact on the development of students. A teacher of aqidah and akhlak has a main goal in his/her duties, namely to develop the potential of students to become individuals who believe and fear God Almighty, as well as become independent, creative, healthy, and noble individuals (Jauharoh, U. L. A. (2025).

METHODS

This study uses literature study methods and qualitative methods, on several concepts related to this study. The instrument in the study is the researcher himself, where all the data obtained are the results of searches that certainly have quality in meanings (Aldini et al., 2022). The research analysis used in this study is a qualitative approach, where after tracing various sources the researcher concludes in a description of the meaning that can be understood. The concepts are described by the researcher in a descriptive manner from the results of the literature study by reading various relevant and related sources that begin with reading the theory, analyzing, understanding and then concluding in an integrated manner. Qualitative research is research that is descriptive in nature and tends to use analysis with an inductive approach. The emphasis on the research process and the use of theoretical foundations is carried out so that the focus of the research is in accordance with the facts in the field. In addition, the theoretical foundation is also useful for providing a general overview of the background of the research and as a discussion material for the research results.

Qualitative research is also called interpretative research, naturalistic research, or phenomenological research. The qualitative approach emphasizes the meaning, reasoning, definition of a particular situation (in a particular context), and examines more things related to everyday life. The qualitative approach also emphasizes the process rather than the end result. Therefore, the sequence of activities can change depending on the conditions and the number of symptoms found (Rukin., 2019). The literature method itself is a series of activities related to the method of collecting library data, reading and recording, and managing research materials. Literature Study is a research method that aims to contain a systematic description of the literature review and previous research results that are related to the research to be conducted and show the current conditions of the field to be studied. This Literature Study is a way to solve problems by tracing previously written sources. In other words, the term Literature Study is also very familiar with the term library study.

RESULT AND DISCUSSION

In an effort to shape the character of students' morals at MIN 1 Palembang, the role of the Aqidah Akhlak teacher in shaping the morals of grade V students must choose good morals and be an example for students in all things, both in speaking, acting towards friends and in dressing. The Aqidah Akhlak teacher plays a crucial role in shaping the morals of students. Teachers are not only teachers, but also leaders, motivators, and role models who inspire students to become individuals with noble morals. The success of forming students' morals is highly dependent on the quality and dedication of the Aqidah Akhlak teacher. In addition, the Aqidah Akhlak learning method used in the school to shape students' morals uses lecture methods, for example, delivering moral material and providing information about the importance of good morals, providing advice and individual direction to students who need guidance.

How to instill moral values (honesty, discipline, responsibility) to students by interacting with students, teachers can create a comfortable classroom atmosphere and students feel comfortable asking questions and interacting with teachers. Instilling moral values requires a holistic approach that involves various strategies. A positive and trusting teacher-student relationship creates a conducive environment for character building. Students are more likely to accept moral values from teachers they respect and trust. In learning, of course, the learning media used to support the process of forming students' morals certainly uses books. The way teachers deal with students who show bad behavior through steps taken such as, teachers at MIN 1 Palembang City take the time to listen to complaints and understand the problems faced by students, given advice and motivation.

The formation of noble morals in children is a shared responsibility between educational institutions and families. In the context of character education, the role of parents is very crucial because children spend most of their time in the family environment. Therefore, teachers and schools need to develop effective strategies to actively involve parents in the process of forming children's morals. Parental involvement is not only limited to supporting school programs, but also creating a strong synergy between the values taught in schools and those applied at home. This approach allows children to gain consistency in character learning, so that positive values can be better internalized in them.

One of the main strategies that can be implemented is to build an effective and sustainable communication system between teachers and parents. This communication can be done through various channels, such as regular monthly meetings, special WhatsApp groups for child development discussions, liaison books that record children's daily behavior, or even digital applications that allow real-time monitoring. In addition, schools can organize parenting programs and workshops that provide parents with practical knowledge on how to educate children with character. These workshops can discuss topics such as effective communication with children, managing children's emotions, implementing positive discipline, and how to overcome challenges in educating children in the digital era. Through this program, parents not only get theory but also practical skills that can be directly applied in everyday life.

Implementation of joint activities between schools, parents, and children is also a very effective strategy in the formation of morals. Activities such as social services to orphanages or disaster-affected areas, environmental care programs such as tree planting or river cleaning, joint religious activities, or other community projects provide opportunities for parents to be direct role models for their children. In these activities, children can see directly how their parents apply the values of goodness in real actions. In addition, it is also important to build a joint monitoring and evaluation system that involves teachers and parents in monitoring the development of children's morals. This system can be in the form of a moral monitoring card that is filled out periodically, a child's character development journal, or even a consistent reward and recognition system between school and home. With an integrated monitoring system,

both teachers and parents can immediately identify positive developments or challenges faced by children, so that they can provide timely interventions.

The success of this strategy is highly dependent on the consistency of the application of moral values between the school and home environments. Teachers and parents need to sit together to agree on the fundamental values to be instilled, the method of implementation, and the reward and punishment system to be used. This consistency includes the use of the same language in communicating values, the application of harmonious rules, and the provision of examples that do not conflict. Parents also need to understand that they are the main role models for their children, so their daily behavior must reflect the moral values they want to instill. A conducive home environment, full of affection, but still providing clear boundaries will strengthen the character formation that has begun in school. Thus, through harmonious cooperation between schools and families, it is hoped that a young generation can be created who are not only intellectually intelligent but also have noble morals that will be their provision in facing the challenges of life in the future.

Assessing the success of aqidah akhlak learning is a complex challenge that requires a holistic and sustainable approach. Unlike other subjects that can be assessed through written tests alone, aqidah akhlak learning has a broader dimension because its main objective is to shape students' character and behavior in everyday life. The success of this learning cannot be measured only from students' ability to memorize verses of the Quran or hadith, but must be seen from the extent to which students are able to internalize and apply these values in real actions. Therefore, aqidah akhlak teachers need to develop an assessment system that is able to measure the transformation of students' character comprehensively, starting from cognitive, affective, to psychomotor aspects. Effective assessment must be able to capture changes in student behavior not only in the school environment, but also at home and in society, so that it can provide a complete picture of the success of aqidah akhlak learning.

Assessment methods that can be applied in learning aqidah akhlak must be authentic and contextual, so that they are able to describe students' abilities in applying noble moral values in real situations. Observation of daily behavior is one of the main methods that must be carried out consistently and in a structured manner. Teachers need to observe how students interact with peers, how they resolve conflicts, attitudes towards tasks and responsibilities, and consistency in applying the values that have been learned. In addition to direct observation, portfolio assessment is also a very effective instrument because it allows students to reflect on their learning journey through daily journals, documentation of socio-religious activities, and works that reflect their understanding of moral values. Self-assessment and peer assessment methods also need to be integrated to provide a broader perspective on student character development. Through a combination of these methods, teachers can obtain comprehensive data on students' moral development from various perspectives.

The assessment instruments used must be carefully designed to be able to measure various dimensions of moral formation objectively and measurably. Assessment rubrics are a very important tool in this regard, because they provide clear criteria for

the level of student achievement in each aspect of morality being assessed. This rubric should include specific and observable descriptions of behavior, from beginner to advanced levels, making it easier for teachers to provide consistent and fair assessments. In addition to rubrics, questionnaires can also be used to collect information from various parties, including parents, other subject teachers, and the surrounding community about changes in student behavior. Assessment instruments must also consider the cultural and environmental context of students, so that the assessments carried out can accommodate the diversity of student backgrounds. Documentation through photos, videos, or audio recordings can also be supporting instruments that provide concrete evidence of the application of moral values by students in various situations. All of these instruments must be used in an integrated manner to provide a comprehensive picture of student character development.

Implementation of the assessment of the success of aqidah and akhlak learning requires close collaboration between various parties, including teachers, parents, and the community. Teachers cannot work alone in assessing the development of students' morals because character formation occurs in various contexts of life. Therefore, it is necessary to establish an effective communication system between schools and families to share information about the development of student behavior. Parents can provide regular reports on the application of children's moral values at home, while teachers provide feedback on student development at school. In addition, the involvement of the surrounding community is also important to provide a broader context for the application of students' morals in social life. Programs such as social services, visits to orphanages, or religious activities in the community can be a means of authentic assessment of the extent to which students are able to apply moral values in a broader context. Through this collaboration, the assessment carried out will be more holistic and have a more meaningful impact on the formation of students' character.

The success of implementing the assessment of aqidah and akhlak learning also depends heavily on the teacher's ability to analyze and follow up on the assessment results to improve further learning. Data obtained from various assessment instruments must be analyzed in depth to identify student behavior patterns, strengths and weaknesses in the application of moral values, and factors that influence the development of student character. The results of this analysis must then be translated into more effective learning strategies, remedial programs for students who are having difficulties, or enrichment programs for students who have shown good achievement. In addition, the assessment results must also be communicated to students and parents in a constructive and motivating manner, so that they can encourage improvement and enhancement of the quality of student morals. Effective assessment is not just about giving grades or scores, but also providing meaningful feedback for the growth and development of student character. Thus, the assessment of the success of aqidah and akhlak learning can be a powerful instrument to form a generation that is not only intellectually intelligent, but also has strong noble morals as provisions to face the challenges of life in the future.

Aspect	Indicator	Description	Assessment Method
COGNITIVE	Understanding the Concept of Faith	Able to explain the pillars of faith and Islam correctly and comprehensively	Written test, presentation, discussion
	Mastery of Propositions	Able to quote and explain relevant verses of the Quran and hadiths	Memorization, text analysis, application of arguments
	Analytical Skills	Able to analyze life problems from an Islamic perspective	Case studies, problem solving, reflection
	Understanding Wisdom	Understand the wisdom and purpose of each moral lesson learned	Reflective essay, in-depth discussion
AFFECTIVE	Respect and Courtesy	Show good manners to teachers, parents, and others	Daily observation, attitude assessment
	Honesty and Integrity	Speak and act honestly in all situations	Behavioral observation, self-assessment
	Empathy and Caring	Showing concern for other people's difficulties	Social activities, peer assessment
	Responsibility	Carry out obligations with full responsibility	Portfolio of assignments, observations
	Patience and Humility	Demonstrate patience and humility in various situations	Conflict observation, self-reflection
PSYCHOMOTOR	Implementation of Worship	Consistently perform prayers, read the Quran, and other worship	Worship checklist, parent report
	Positive Social Behavior	Helping others, sharing, and participating in social activities	Documentation of activities, observations
	Islamic Communication	Using polite language, greetings, and good communication	Interaction observation, communication assessment
	Keeping Clean	Maintain personal hygiene, clothing, and environment	Daily observation, cleanliness checklist
	Time Discipline	Be on time in worship, study, and carrying out activities	Attendance, discipline observation
APPLICATION	Islamic Decision Making	Able to make decisions based on Islamic values	Simulation, case studies, reflection
	Exemplary	Be a good example for his friends	Peer assessment, observation of influence

Aspect	Indicator	Description	Assessment Method
	Behavior Consistency	Demonstrate consistency between knowledge and action	Long term observation, comprehensive report
	Moral Resilience	Able to maintain noble morals in difficult situations	Observation in character test, reflection
	Positive Contribution	Making a positive contribution to the school environment and society	Documentation of contributions, community testimonials

Table 1. Of Indicators for Success of Aqidah Akhlak Learning

Figure 1. Documentation

CONCLUSIONS

This study highlights the important role of Akidah Akhlak teachers in shaping the character of fifth grade students at MIN 1 Palembang. Teachers not only act as teachers, but also as role models, motivators, and leaders who inspire students to internalize religious and moral values. Success in shaping students' morals is highly dependent on the quality and dedication of teachers, which is reflected in the selection of effective learning methods, such as lectures and individual advice, as well as the ability to create a comfortable and interactive classroom atmosphere. In addition, instilling moral values requires a holistic approach that involves a positive relationship between teachers and students, as well as the use of relevant learning media. The formation of noble morals is a shared responsibility between schools and families. Active involvement of parents through effective communication, parenting programs, and joint activities can strengthen the values taught in schools. Assessment of the success of learning Akidah Akhlak must be comprehensive, covering cognitive, affective, and psychomotor aspects, and involving various methods such as observation, portfolios, and self-assessment. Collaboration between teachers, parents, and the community is very important to create an environment that is conducive to the development of student character. Thus, it is hoped that a young generation will be created who are not only intellectually intelligent, but also have noble morals as provisions to face the challenges of life.

REFERENCES

Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Qualitative Research Methods of Literature Study. *Edumaspul: Journal of Education*.

Arifin, A., Nurhasanah, E., & Jamaah, J. (2024*). Analysis of the Role of Teachers in the Formation of Character Education of Grade IV Elementary School Students. Journal of Evaluation and Strategic Studies of Elementary Education*, 1(2), 51-56.

Alwaan, A. Z., & T, N. A. (2024). Dakwah Strategy in The Modern Era. *INJIES: Journal of Islamic Education Studies*, 1(1), 28–34. Retrieved from https://injies.unimika.ac.id/index.php/injies/article/view/4

Aziz, M., 'Arif, M., Alwi, M. F., & Nugraha, M. N. (2024). Improving The Quality of Education Through Optimizing the Educational Administration System at The An-Nur Islamic Education Foundation. *INJIES: Journal of Islamic Education Studies*, 1(1), 5–15. Retrieved from https://injies.unimika.ac.id/index.php/injies/article/view/2

Abiyusuf, I., Hafizi, M., Pakhrurrozi, P., Saputra, W., & Hermanto, E. (2024). Critical Analysis of The Rejection of Richard Bell's Thoughts on The Translation of The Qur'an in The Context of Orientalism. *INJIES: Journal of Islamic Education Studies*, 1(2), 48–60. https://doi.org/10.34125/injies.v1i2.6

Amir, A., Afnita, A., Zuve, F. O., & Erlianti, G. (2024). Education and Application of Digital Media in Creation and Documentation Artery Based Service Letter. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 36–42. Retrieved from https://jerit.unimika.ac.id/index.php/jerit/article/view/5

Anwar, C., Septiani, D., & Riva'i, F. A. (2024). Implementation Of Curriculum Management Of Tahfidz Al-Qur'an at Al-Qur'an Islamiyah Bandung Elementary School. *INJIES: Journal of Islamic Education Studies*, 1(2), 91–96. https://doi.org/10.34125/injies.v1i2.11

Amrulloh, N. M. A. G. (2024). Educator Recruitment Management in Improving Student Quality at Dwiwarna Parung High School. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 80–90. https://doi.org/10.34125/jerit.v1i2.9

Adeoye, M. A., & Otemuyiwa, B. I. (2024). Navigating the Future: Strategies of EdTech Companies in Driving Educational Transformation. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 43–50. Retrieved from https://jerit.unimika.ac.id/index.php/jerit/article/view/10

Adeoye, M. A., Obi, S. N., Sulaimon, J. T., & Yusuf, J. (2025). Navigating the Digital Era: AI's Influence on Educational Quality Management. *JERIT: Journal of Educational Research and Innovation Technology*, 2(1), 14–27. https://doi.org/10.34125/jerit.v2i1.18

Ayuba, J. O., Abdullateef, L. A., & Mutathahirin, M. (2025). Assessing the Utilization of Information and Communication Technology (ICT) Tools for Teaching Secondary Schools Islamic Studies in Ilorin, Nigeria. *JERIT: Journal of Educational Research and Innovation Technology*, 2(1), 28–37. https://doi.org/10.34125/jerit.v2i1.22

Ayuba, J. O., Abdulkadir, S., & Mohammed, A. A. (2025). Integration of Digital Tools for Teaching and Learning of Islamic Studies Among Senior Secondary Schools

in Ilorin Metropolis, Nigeria. *INJIES: Journal of Islamic Education Studies*, 2(1), 1–9. https://doi.org/10.34125/injies.v2i1.16

Baroud, N., Alouzi, K., Elfzzani, Z., Ayad, N., & Albshkar, H. (2024). Educators' Perspectives on Using (AI) As A Content Creation Tool in Libyan Higher Education: A Case Study of The University of Zawia. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 61–70. https://doi.org/10.34125/jerit.v1i2.12

Gultom, C. E. F., Siahaan, A. L., & ... (2024). PENGARUH MOTIVASI BELAJAR DAN FASILITAS BELAJAR TERHADAP HASIL BELAJAR SISWA PADA MATA PELAJARAN IPS KELAS VIII DI TAMAN DEWASA …. *JOURNAL SAINS* …. https://www.ejurnal.kampusakademik.co.id/index.php/jssr/article/view/1315

Hidayatullah, R. R., Kamali, M. F., & T, . N. A. (2024). Innovative Dakwah Strategies Through Social Media: Case Study of Islamic Communication Approaches in Indonesia. *INJIES: Journal of Islamic Education Studies*, 1(1), 16–27. Retrieved from https://injies.unimika.ac.id/index.php/injies/article/view/3

Hidayati, E., & Hutagaol, B. A.-R. (2025). An Analysis of Hasan Hanafi's Tafsir Method: Hermeneutics as An Interpretative Approach. *INJIES: Journal of Islamic Education Studies*, 2(1), 39–48. https://doi.org/10.34125/injies.v2i1.22

Islam, I., & Ishaq, M. (2024). Development of Journalism Development Strategies in The Digital Era at Darul Mukhlasin High School. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 71–79. https://doi.org/10.34125/jerit.v1i2.11

Iskandar, M. Y., Nugraha, R. A., Halimahturrafiah, N., Amarullah, T. A. H., & Putra, D. A. (2024). Development of Android-Based Digital Pocketbook Learning Media in Pancasila and Citizenship Education Subjects For Class VIII SMP . *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 51–60. https://doi.org/10.34125/jerit.v1i2.13

Iswandi, I., Syarnubi, S., Rahmawati, U., Lutfiyani, L., & Hamrah, D. (2024). The Role of Professional Ethics Courses in Producing Prospective Islamic Religious Education Teachers with Character. *INJIES: Journal of Islamic Education Studies*, 1(2), 71–82. https://doi.org/10.34125/injies.v1i2.9

Jannah, R., & Rahman, A. (2024). *Raodatul Jannah The Role of Moral Aqeedah Teachers in Forming the Character of Class V MI Hidayatul Ihsan Students. SARAWETA JOURNAL*, 2(2), 279-290.

Jauharoh, U. L. A. (2025*). THE ROLE OF TEACHERS OF AQIDAH AND MORALS IN OVERCOMING THE NEGATIVE IMPACT OF SOCIAL MEDIA AT MADRASAH ALIYAH MA'ARIF NU KENCONG SCHOOL. An Nadwah: Journal Research on Islamic Education*, 1(01), 1-23.

Katong, M. M. Z., Afrilsyah, A. A., Kamahi, A. S., & Muttaqin, I. (2024). *THE ROLE OF TEACHERS IN FORMING STUDENTS' CHARACTER THROUGH AQIDA AND MORALS EDUCATION AT BANI HASYIM ISLAMIC JUNIOR HIGH SCHOOL SINGOSARI. Journal of Multidisciplinary Studies*, 8(7).

Khofi, M. B., & Santoso, S. (2024). Optimize the Role of The State Islamic High School (MAN) Bondowoso Principal in Promoting Digital-Based Learning. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 91–102. https://doi.org/10.34125/jerit.v1i2.7

Khubab, A. I., & Jaya, A. I. A. (2024). Implementation of Quality Education at the Darul Falah Amtsilati Islamic Boarding School. *INJIES: Journal of Islamic Education Studies*, *1*(1), 1–4. Retrieved from https://injies.unimika.ac.id/index.php/injies/article/view/1

Kustati, M., Indra, R., Efendi, Ritonga, M., Nelmawarni, Yulia, & Karni, A. (2023). The effect of national insight and religious moderation on radical behavior of secondary school students. *Education Research International*, *2023*(1), 2919611.

Larasati, T. A., Wahyuhastuti, N., & Drifanda, V. (2021). Pengaruh Disiplin Belajar, Motivasi Belajar dan Fasilitas Belajar Terhadap Hasil Belajar Mata Pelajaran Ekonomi Kelas X IPS SMA Negeri 1 Tahunan …. *Seminar Nasional Keindonesiaan*

Makaliwe, N., & Lempas, J. (2023). Pengaruh Kompetensi Guru Dan Fasilitas Belajar Terhadap Hasil Belajar Siswa Kelas X SMA Negeri 1 Tondano. *Jurnal Pendidikan Dan Konseling (JPDK)*.

Mudijono, M., Halimahturrafiah, N., Muslikah, M., & Mutathahirin, M. (2025). Harmonization of Javanese Customs and Islamic Traditions in Clean Village. *INJIES: Journal of Islamic Education Studies*, *2*(1), 10–18. https://doi.org/10.34125/injies.v2i1.15

Masita, D., Fandyansari, M. W., & Sari, L. (2024). Pengaruh Fasilitas Belajar Dan Motivasi Belajar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi Siswa Kelas XI Di SMA Kertanegara Malang. *Prosiding Seminar Nasional ….* http://ejurnal.uibu.ac.id/index.php/prosiding_penelitian/article/view/775

Mauliddiyah, L., & Wulandari, S. S. (2022). Pengaruh media pembelajaran daring, fasilitas belajar dan motivasi belajar terhadap hasil belajar siswa selama pandemi covid-19 di SMKN 1 Surabaya. *Edukatif: Jurnal Ilmu Pendidikan*.

Mahbubi, M., & Ahmad, A. B. (2025). Redefining Education in The Millennial Age: The Role of Junior High Schools Khadijah Surabaya as A Center for Aswaja Smart Schools. *INJIES: Journal of Islamic Education Studies*, *2*(1), 19–28. https://doi.org/10.34125/injies.v2i1.14

Nurhasanah, E., Aisah, S., & Yusnarti, M. (2024*). The Role of Elementary School Teachers in the Formation of Student Character. Journal of Evaluation and Strategic Studies of Elementary Education*, *1*(1), 21-26.

Rukin, *Qualitative Research Methodology*, Indonesian Ahmar Cendekia Foundation, 2019.

Syafii, M. H., Rahmatullah, A. . S., Purnomo, H., & Aladaya, R. (2025). The Correlation Between Islamic Learning Environment and Children's Multiple Intelligence Development. *INJIES: Journal of Islamic Education Studies*, *2*(1), 29–38. https://doi.org/10.34125/injies.v2i1.17

Saputra, W., Akbar, A., & Burhanuddin, B. (2024). Modernization of Da'wah Methods in Fostering Interest Among Young Generation (Case Study QS. Al-Ahzab Verse 46). *INJIES: Journal of Islamic Education Studies*, *1*(2), 61–70. https://doi.org/10.34125/injies.v1i2.7

Sudiartini, N. N. (2024). *PENGEMBANGAN POSTER EDUKASI BERBASIS KONSEP GAMIFIKASI SEBAGAI MEDIA BELAJAR INTERAKTIF TENTANG MATERI IPA KELAS VI SEKOLAH ….* repo.undiksha.ac.id. https://repo.undiksha.ac.id/19284/

Sholeh, M. I., Habibulloh, M., Sokip, S., Syafi'i, A., 'Azah, N., Munif, M., & Sahri, S. (2025). Effectiveness of Blended Learning Strategy to Improving Students'

Academic Performance. *JERIT: Journal of Educational Research and Innovation Technology*, 2(1), 1–13. https://doi.org/10.34125/jerit.v2i1.17

Umar, A. T., Tampubolon, N. C., & ... (2023). ANALISIS DESKRIPSI CARA BELAJAR DAN FASILITAS BELAJAR TERHADAP HASIL BELAJAR IPS. *Jurnal Pendidikan ....* https://ejournal2.undiksha.ac.id/index.php/PIPS/article/view/3367

Yani, F., & Hasibuan, V. U. (2022). Pengaruh Cara Belajar dan Motivasi serta Fasilitas Belajar IPA Terhadap Hasil Belajar IPA Siswa kelas VI SD di Kecamatan Pancur Batu. *Jurnal Pendidikan Dan Konseling (JPDK)*.

Yulia, N. M., Asna, U. L., Fahma, M. A., Reviana, P. A., Cholili, F. N., Halimahturrafiah, N., & Sari, D. R. (2025). Use of Game-Based Learning Media Education as An Effort to Increase Interest Elementary School Students Learning. *JERIT: Journal of Educational Research and Innovation Technology*, 2(1), 38–45. https://doi.org/10.34125/jerit.v2i1.23

Yuhana, Y., Lian, B., & Mulyadi, M. (2020). Pengaruh Fasilitas Belajar dan Motivasi Belajar terhadap Hasil Belajar Siswa Kelas VIII di SMPN 1 Indralaya. *Jurnal Intelektualita: Keislaman, Sosial Dan Sains*.

Yolanda, N. S., & Laia, N. (2024). Practicality of Mathematics Learning Media Using Applications PowToon. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 27–35. Retrieved from https://jerit.unimika.ac.id/index.php/jerit/article/view/4