



The Effectiveness of Islamic Religious Education Learning for Elementary School Students

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ABSTRACT

This research aims: 1) what is the effectiveness of islamic religious education learning for students at SD Negeri 1 Ranomeeto, South Konawe Regency And 2) what factors support and hinder the effectiveness of learning Islamic Religious Education for students at SD Negeri 1 Ranomeeto, South Konawe Regency. This research uses qualitative methods into primary data and secondary data. The data collection method consists of interviews, observation and documentation which are analyzed by means of data reduction, data presentation and drawing conclusions. Checking the validity of the data is carried out by extending observations, increasing persistence and triangulation. Based on the results of the research conducted, it shows that the effectiveness of learning Islamic religious education for students at SD Negeri 1 Ranomeeto can be known from the results of observations, interviews and documentation. The Islamic Religious Education Learning process is effective. Supporting factors and inhibiting factors are supporting factors for students, teachers, facilities and infrastructure. Obstacle factors. Students' learning interest and learning behavior.

Keywords: Effectiveness; Islamic Religious Education; Learning; Students

1. Introduction

Education, in principle, is an effort to build national civilization by developing human resources in a holistic manner. Education is a fundamental right of every individual to improve their knowledge and personal quality. It plays a vital role in instilling human and national values (Hikmah & Alam, 2022). An ideal form of education should be flexible and adapted to the current educational context. Education is a conscious process aimed at shaping students toward maturity, both physically and spiritually and this process involves the teacher's efforts to guide students, particularly by providing encouragement, motivation, and support in overcoming learning difficulties. Therefore, the field of education must continuously undergo reform in line with the development of science and knowledge. One such reform is implementing education at all levels using

learning models that effectively achieve the desired educational objectives (Noprianti, 2020).

In carrying out the teaching and learning process, various factors such as students' conditions, class size, limited facilities, and school location must be considered. Hence, teachers are required to have specific competencies and skills to create a classroom environment that supports effective learning. A conducive, comfortable, communicative, and dynamic learning climate is expected to produce optimal learning outcomes. It is in this environment that the role of teachers, students, and other components becomes dynamic and interactive. The success or failure of the learning process will influence the overall learning program. This indicates that the teacher's role, student engagement, teaching methods and strategies, instructional media and tools, time management, and evaluation are key components directly contributing to the success or failure of educational activities. This is particularly crucial given the limited learning time allocated for Islamic Religious Education in elementary schools only twice a week, or approximately sixty minutes in total. This limitation underscores the need for professional teachers to carry out the learning program effectively.

The learning process is the core of education, encompassing a series of interactions between teachers and students within an educational context, with the expectation that learning objectives will be achieved—placing the teacher as the primary figure in this process. Learning is a systematic process carried out by both teachers and students within a learning environment, involving various subcomponents, parts, and elements that interact to achieve specific goals (Abidin, 2019).

In the implementation of Islamic Religious Education (IRE), the teacher serves as the key person who greatly determines the success of achieving the educational objectives. However, other components must also be involved in the IRE learning process, such as students, teaching methods, strategies, instructional media, tools (facilities and infrastructure), and evaluation. These components must work together for the objectives of IRE to be effectively and practically realized. The actualization of IRE goals takes place through its learning process. Therefore, the effectiveness of IRE learning becomes the gateway to the overall success of Islamic Religious Education. It is within this process that the roles of teachers, students, and other educational elements become dynamically and interactively visible.

The success or failure of IRE learning at the elementary school level will significantly influence the entire IRE program (Asep, 2023). This highlights that the teacher's role, student engagement, the use of methods, strategies, media, and learning facilities, time management, and the evaluation process are all crucial components directly involved in the success or failure of the program. This becomes even more critical considering the limited time allocated for IRE in elementary schools, which is only two sessions per week or approximately sixty minutes weekly. This limitation places a strong demand on teachers to be highly professional in delivering effective IRE instruction.

The effectiveness of the learning process should be assessed based on the relationship between a specific teacher and a specific group of students in a particular situation, in the effort to achieve certain instructional objectives. Learning effectiveness refers to the level of success a teacher achieves in

instructing a specific group of students using certain methods to attain specific instructional goals. To determine the effectiveness of a learning process, one must consider the quality of instruction (quality of assurance), which refers to the extent to which the material is presented in a way that allows students to understand it easily, thereby minimizing errors. The fewer errors made by students, the more effective the learning is considered to be, depending on the degree to which the intended instructional objectives are mastered (Herawati & Hidayat, 2020).

This has been confirmed by several studies. Research by Oktiani (2017) showed that increased motivation can enhance students' enthusiasm for learning, and with such enthusiasm, students can individually improve their learning motivation. Ramli & Astika (2017) found that the effectiveness of Islamic Religious Education (IRE) learning can be successfully achieved, although some improvements are needed to support students' academic success. Alvianto (2020) discovered that the IRE learning process at Integrated Islamic Elementary Schools (SDIT) in Langsa City has been carried out properly, where IRE teachers conducted planning, implementation (including core activities and closing activities), and assessment of learning outcomes, all of which were well-executed by the IRE teachers at the schools.

Based on initial observations conducted on April 27, 2022, at SD Negeri 1 Ranomeeto during the Islamic Religious Education (IRE) learning process, it was found that the lack of learning effectiveness was caused by students' low interest in the subject. As a result, students appeared bored and sleepy during lessons. While the teacher was delivering the material, students mostly listened passively without any reciprocal interaction. Furthermore, when the teacher asked questions, most students remained silent, and during discussions, only a few students actively asked or answered questions. This led to a passive learning atmosphere, and the effectiveness of the learning process was not well achieved.

Based on these findings, the researcher was motivated to conduct a study at the school due to the observed lack of effectiveness in IRE learning. This research is expected to help the school understand the effectiveness level of IRE and how it may influence the development of students' social attitudes. Additionally, it may serve as an evaluation tool for the school to improve its learning process in the future. The researcher is particularly interested in describing the effectiveness of Islamic Religious Education learning among students at SD Negeri 1 Ranomeeto, South Konawe Regency, as well as identifying the supporting and inhibiting factors that influence that effectiveness.

The benefits of this research include contributing ideas and insights to enhance theoretical understanding of Islamic Religious Education learning, as well as providing meaningful experiences for students in understanding the subject matter. For teachers, this study offers valuable information on effective and relevant teaching methods. For the school, it provides insights into the effectiveness of IRE learning. Lastly, for the researcher, this study becomes a valuable experience and learning opportunity in the process of teaching and learning Islamic Religious Education.

2. Methods

The research approach used in this study is a qualitative approach with a descriptive phenomenological research design. This approach was chosen to

explore and describe in depth the experiences and perspectives of participants regarding the effectiveness of Islamic Religious Education (IRE) learning. The descriptive phenomenological method allows researchers to focus on the real-life phenomena experienced by individuals, in this case, teachers in the context of the learning process. The data sources in this study consist of primary and secondary data. Primary data were obtained through interviews with Islamic Religious Education teachers to understand the effectiveness of IRE learning and the factors that influence it. Meanwhile, secondary data were collected by the researcher in the form of documentation to support and complement the primary data. These documents include learning plans, attendance records, and other relevant school documents that provide context and validation for the interview findings.

The data collection techniques used in this study consisted of observation, interviews, and documentation. Observation was carried out to directly monitor the teaching and learning activities of Islamic Religious Education (IRE) in the classroom. This technique allowed the researcher to identify real-time student responses, teacher performance, classroom atmosphere, and the level of student engagement during the learning process. The observations helped to capture how the learning process was implemented and whether it aligned with the planned objectives. In addition, interviews were conducted with IRE teachers to obtain in-depth information regarding the effectiveness of the learning process and the factors that support or hinder its implementation. These interviews provided insights into the challenges teachers face and the strategies they use to improve student learning outcomes. Documentation techniques were used to collect supporting data, such as lesson plans, attendance records, and other school documents related to IRE learning. This triangulation of data sources ensured the validity and reliability of the findings.

The data analysis in this study was carried out using three main stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting, simplifying, and organizing the raw data obtained from observations, interviews, and documentation. This process helped the researcher focus on relevant information related to the effectiveness of Islamic Religious Education (IRE) learning and the factors influencing it. By eliminating irrelevant or redundant data, the researcher was able to highlight key patterns and themes. Following data reduction, the next stage was data display, where the refined data were presented in a structured form such as narrative descriptions, tables, or diagrams. This allowed the researcher to interpret the relationships between various components of the learning process more clearly. Finally, the conclusion drawing and verification phase involved interpreting the data to generate findings and answering the research questions. These conclusions were continuously reviewed and validated to ensure their accuracy and consistency with the data collected throughout the study.

3. Findings and Discussion

3.1 Findings

Effectiveness of Islamic Religious Education (IRE) Learning at SD Negeri 1 Ranomeeto

The first aspect observed is the planning stage conducted by the teachers. The teachers prepared their lessons by developing Lesson Plans (RPP) that

aligned with the selected themes and integrated appropriate instructional media, particularly graphic media to enhance the clarity of the material and attract students' attention. The teaching methods employed included lectures, question-and-answer sessions, demonstrations, assignments, and hands-on practice. Interview results indicated that thorough preparation, including the use of RPP and instructional media, contributed significantly to the effectiveness of IRE learning at SD Negeri 1 Ranomeeto, with the ultimate goal of achieving the basic competencies for all students.

The second aspect is the implementation of the learning process. The Islamic Religious Education teachers at SD Negeri 1 Ranomeeto, South Konawe Regency, demonstrated readiness and enthusiasm in delivering the material. They began the lessons with well-prepared plans based on the chosen themes, such as Surah Al-Ma'un. The use of graphic media was also considered crucial in clarifying key messages and improving students' comprehension. Teaching methods included lectures, discussions, demonstrations, assignments, and practical activities. Interview findings revealed that students were highly enthusiastic and actively engaged, particularly during question-and-answer sessions that stimulated their motivation and participation. The IRE learning sessions were conducted once a week in accordance with the predetermined schedule. Based on interviews with teachers, it was evident that they consistently strived to explain the material using varied teaching methods and appropriate media for each grade level, thereby fostering effective interaction between teachers and students.

The third aspect is the evaluation phase. Islamic Religious Education (IRE) teachers used questioning as a key method to help students grasp the lesson content. Before presenting the material, teachers asked students questions to spark their interest and assess their prior understanding. At the end of each lesson, questions were posed again to evaluate students' comprehension of the material taught. The evaluation process also involved assessing student engagement and understanding during the learning activities. Interviews with IRE teachers revealed that this evaluation was conducted consistently at the end of each lesson, for both lower and upper grade levels, to ensure that students had adequately understood the learning material. Interviews with students also indicated that they found the evaluations beneficial in deepening their understanding of the lessons.

The fourth aspect is student activity during the learning process. Observations showed that student engagement was relatively high. Students were actively involved from the moment the teacher entered the classroom; they greeted the teacher and recited prayers without being instructed. When the teacher began asking questions related to the lesson, many students eagerly raised their hands to respond, with some even competing for the opportunity to answer. They also participated enthusiastically in group discussions. Interviews with IRE teachers confirmed that students at SDN 1 Ranomeeto are indeed active and enthusiastic throughout the learning process.

Factors Influencing the Effectiveness of Islamic Religious Education (IRE) Learning at SDN 1 Ranomeeto

Inhibiting Factors

Based on the research findings, it was discovered that some students were not fully focused during the learning process—for example, they did not pay attention when the teacher was explaining the material or were engaged in playing and chatting with classmates. According to Mrs. Roslina, S.Ag, one of the IRE teachers, the primary inhibiting factor in learning effectiveness often originates from the students themselves who lack attention during lessons. One of the solutions applied is calling on unfocused students to explain the material that has already been presented, thereby re-engaging them in the learning process. Similar challenges were reported by other IRE teachers, who also found it difficult to manage students who liked to play or talk during lessons. A common strategy used is to directly call the names of such students to redirect their focus. These classroom management and instructional strategies are efforts to help students achieve learning objectives and to create an effective and efficient learning environment.

Supporting Factors

The first supporting factor is the students themselves. When students feel happy and interested in participating in IRE lessons, it significantly contributes to learning effectiveness. Mrs. Roslina, S.Ag stated that one of the main supporting factors often comes from the students' own interest. If students enjoy the lessons delivered by the teacher, the learning process becomes more effective. For this reason, she consistently strives to present engaging learning materials and to use methods that help keep students focused and prevent boredom. Moreover, the reciprocal interaction between teacher and students also enhances the effectiveness of classroom learning. This is supported by another IRE teacher, Mrs. Zulkaedah, S.Pd.I, who emphasized that IRE learning becomes effective when students remain attentive and focused on the teacher's explanation. To achieve this, she employs various teaching methods and strategies, including the use of interesting instructional media to keep students engaged.

The second supporting factor is the teacher. If a teacher delivers the lesson without considering the students' physical and psychological conditions, the learning process will not be effective. Mrs. Roslina, S.Ag highlighted the importance of understanding students' individual characteristics, including their abilities, talents, and interests. When mistakes occur during the learning process, it is necessary for the teacher to receive constructive feedback for improvement. Teachers are also expected to participate in educational programs such as seminars, training sessions, and workshops to enhance their professionalism. The teacher plays a vital role in ensuring effective learning and must be creative in managing the classroom, stimulating student enthusiasm, using engaging teaching media, and applying strategies to help students stay focused and enjoy learning. Another IRE teacher, Mrs. Ibnu Rahmawati, S.Pd.I, also emphasized that the teacher is a key supporting factor in IRE learning by making the subject matter interesting through the use of relevant and engaging instructional media.

3.2 Discussion

Effectiveness of Islamic Religious Education (IRE) Learning at SD Negeri 1 Ranomeeto

The effectiveness of learning can be observed through students' activities during lessons, their responses to instruction, and their mastery of concepts (Rohmawati, 2015). To achieve an effective and efficient learning process, a reciprocal relationship between teachers and students is essential. This relationship helps both parties work together toward common educational goals. Moreover, the learning process must be adapted to the school environment, available facilities, and appropriate learning media to support the full development of students. In teaching, the preparation of a lesson plan, such as the Lesson Plan (RPP) is a critical component that every teacher must develop (Hidayah, 2018). Based on the observations and interviews conducted by the researcher, which have been presented in the data findings, it was found that IRE teachers consistently prepare RPPs to guide their instructional activities. The clarity of learning objectives, coupled with the enthusiasm and active participation of students, indicates that the effectiveness of IRE learning at SD Negeri 1 Ranomeeto is well-supported through proper planning.

The implementation of IRE at the school takes place from Monday to Saturday, across all grade levels from grade I to VI, as reflected in the class schedule. Data from observations and interviews confirm that the implementation of IRE is already effective. Teachers conduct learning in accordance with their lesson plans, including introductory activities, core learning, and closing sessions. They also provide encouragement and motivation, and use methods and media that help achieve IRE learning objectives. However, it is recommended that IRE teachers incorporate learning strategies that encourage more active, innovative, creative, effective, and joyful learning (commonly referred to as PAIKEM) (Cahyadi & Muslihudin, 2023).

Evaluation serves as a tool for teachers to assess whether the learning objectives have been achieved. It also measures the teacher's success in delivering instructional material. The types of evaluation conducted include formative evaluation, retests, post-tests, and summative evaluations (Warsah & Habibullah, 2022). Based on the researcher's observations and interviews, which have been documented in the data presentation, it can be concluded that the evaluation of IRE at SD Negeri 1 Ranomeeto is effective. Teachers regularly conduct question-and-answer sessions before lessons to assess students' prior understanding and routinely administer mid-semester and end-of-semester tests to measure both student achievement and the effectiveness of their own teaching.

Learning time follows the duration stated in the lesson plan (RPP), which is two sessions per week, each lasting 35 minutes (Khoiriyah, 2022). Based on the observations and interviews conducted, as presented in the data, it can be stated that the learning time for IRE at SD Negeri 1 Ranomeeto is used effectively. This is because IRE teachers consistently strive to maximize the use of instructional time by adhering to the prepared lesson plans and aligning them with the annual and semester programs, taking into account the effective weeks in the school calendar. Student activity in learning includes participation, enthusiasm, asking questions, expressing opinions, engaging in discussions, and completing tasks assigned by the teacher (Afandi & Zuraidah, 2020). Based on the researcher's

observations and interviews, which are reflected in the data findings, it can be concluded that student activity in the classroom is relatively high, thus supporting the overall effectiveness of the learning process. This is evident in their enthusiasm for learning, their eagerness to ask and answer questions posed by the IRE teacher, their willingness to express opinions, and their active participation in group work.

Supporting and Inhibiting Factors of IRE Learning Effectiveness

The teacher is one of the key supporting factors in the classroom. Among the various elements that influence student learning outcomes, the teacher plays a central role. If a teacher delivers lessons without understanding the physical and psychological conditions of the students, the learning process will not be effective (Jentoro et al., 2020). Based on interview data, it can be concluded that the primary supporting factor for enhancing the effectiveness of Islamic Religious Education (IRE) learning at SD Negeri 1 Ranomeeto comes from the students themselves. When students enjoy and are enthusiastic about learning IRE, it significantly contributes to the effectiveness of the teaching process. In addition to the students and teachers, another important supporting factor is the availability of classroom facilities and infrastructure. Adequate learning resources and a well-equipped environment facilitate classroom management and create a more conducive learning atmosphere. As a result, learning objectives are more easily achieved when students are comfortable and interested in the subject matter presented by their teachers.

Besides being a source of support, students can also become inhibiting factors when they are not fully focused during lessons. The research findings at SD Negeri 1 Ranomeeto in South Konawe Regency revealed that a major barrier to the effectiveness of IRE learning was the lack of student attention during class. Some students did not pay attention while the teacher was explaining the material; even when reprimanded, they would momentarily pause and then return to being inattentive. Others appeared disengaged, daydreaming, or feeling sleepy during the lesson. The researcher also observed that when students were not being closely monitored by the teacher, they tended to lose focus. In response, teachers often adjusted their instructional strategies to re-engage students in the learning process. In conclusion, while students can be the strongest supporting factor for effective IRE learning, they can also become a barrier when they are distracted or uninterested. Teachers must remain attentive to student behavior and be flexible in their teaching methods. Classroom facilities also play an important role by providing an environment that supports structured and engaging learning. Therefore, optimizing all three components, students, teachers, and facilities is essential for improving the overall effectiveness of Islamic Religious Education in primary schools.

4. Conclusion

The effectiveness of Islamic Religious Education (IRE) learning at SD Negeri 1 Ranomeeto has been running effectively. This conclusion is supported by the results of observations and interviews conducted by the researcher with IRE subject teachers, particularly regarding lesson planning, implementation of instruction, evaluation practices, instructional time, and student activity during the learning process. The supporting factors for effective IRE learning come primarily from the students themselves, as indicated by their enthusiasm and interest in the subject. The teacher is also a key supporting factor through

classroom management and instructional delivery. In addition to students and teachers, the availability of classroom facilities and infrastructure is another important determinant. Adequate classroom resources ease classroom management and contribute to a more conducive learning environment. On the other hand, inhibiting factors also stem from the students, particularly those who remain distracted or engage in off-task behavior during lessons, as well as students' lack of care for the classroom facilities provided.

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