

MORAL EDUCATION AS A FOUNDATION FOR CHARACTER DEVELOPMENT IN GRADE 6 STUDENTS

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Abstract

This study aims to determine 1) Implementation of moral education in shaping the character of 6th grade students of SD Negeri 3 Masaran, 2) Supporting and inhibiting factors faced in shaping the morals of 6th grade students of SD Negeri 3 Masaran, 3) Solutions in overcoming obstacles that occur in shaping the morals of 6th grade students of SD Negeri 3 Masaran. This research uses a qualitative method with a descriptive approach. The results of the study can be concluded that 1) The role of moral education in shaping the character of 6th grade students of SD Negeri 3 Masaran is done by exemplary, habituation, advice and punishment, and using inspirational stories. 2) Supporting factors in the formation of student character are competent teachers, playmates, a supportive environment, adequate facilities and infrastructure, while the inhibiting factor is still low student awareness. 3) The solution in overcoming the obstacles that occur is to improve their attitude first and be taught about good attitudes so that they are practiced in everyday life.

Keywords: Moral Education, Shaping Student Character

Abstrak

Penelitian ini bertujuan untuk mengetahui 1) Implementasi pendidikan moral dalam membentuk karakter siswa kelas 6 SD Negeri 3 Masaran, 2) Faktor-faktor pendukung dan penghambat yang dihadapi dalam membentuk moral siswa kelas 6 SD Negeri 3 Masaran, 3) Solusi dalam mengatasi hambatan yang terjadi dalam membentuk moral siswa kelas 6 SD Negeri 3 Masaran. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Hasil penelitian dapat disimpulkan bahwa 1) Peran pendidikan moral dalam membentuk karakter siswa kelas 6 SD Negeri 3 Masaran dilakukan melalui teladan, pembiasaan, nasihat dan hukuman, serta menggunakan cerita inspiratif. 2) Faktor pendukung dalam pembentukan karakter siswa adalah guru yang kompeten, teman bermain, lingkungan yang mendukung, serta fasilitas dan infrastruktur yang memadai, sementara faktor penghambatnya adalah kesadaran siswa yang masih rendah. 3) Solusi dalam mengatasi hambatan yang terjadi adalah dengan memperbaiki sikap mereka terlebih dahulu dan diajarkan tentang sikap yang baik agar dipraktikkan dalam kehidupan sehari-hari.

Kata kunci: Pendidikan Moral, Pembentukan Karakter Siswa

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere. Education is seen as one of the aspects that has a main role in shaping future generations because life cannot be separated from education. There is a nobler goal

than just life that must be realized and it requires knowledge obtained through education. Education is also a learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state. (Alim, 2011: 149). Morals is one of the treasures whose presence is increasingly felt until now. Historically, and theologically, morals appear to guard and guide the course of human life to be safe in this world and the hereafter (Alim, 2011: 149).

One of the dimensions of human beings that is highly prioritized in Islamic teachings and education is morality. Religious teachings and education are related to moral education. So it is not an exaggeration to say that moral education in the Islamic sense cannot be separated from religious education. Even in society, morality is a virtue taught by religion, so that a Muslim is not said to be perfect in his religion if his morals are not good.

This morality is so important that Allah SWT sent the Prophet Muhammad to this world to perfect the morals of His people, as Allah said in Surah al-Ahzab verse 21;

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِمَنْ كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

It means: *"Indeed, the Messenger of Allah (may Allah be pleased with him) has been a good example for you (namely) for those who hope in Allah and the Day of Resurrection and he has called Allah a lot."*

Attention to the importance of morality is now reappearing, namely at a time when the Indonesian nation is faced with quite serious moral and moral problems, which if left unchecked, will destroy the future of the nation itself. Deviant living practices and abuse of opportunities by taking the form of sadistic acts and harming others are increasingly thriving in immoral areas. Corruption, collusion, stabbing, robbery, prostitution, pornography, pornography, gambling, rape, trafficking and use of illegal drugs, fights between citizens, murder, dishonesty, various acts of violence against human rights in general are too much to see and witness. The way to overcome it is not only with money, science and technology, but must be accompanied by handling in the field of spiritual mentality and noble morals. (Alim, 2011: 150)

In addition, the emergence of advances in modern science and technology in addition to offering various conveniences and comforts in life, also opens up opportunities to commit various more sophisticated crimes, if these science and technology are misused. Likewise, the means that make people forget God, and the tendency of immorality is wide open everywhere. All of this adds to the burden of moral duties. (Mahjuddin, 2009: 5)

Moral education is education about moral basics and temperament virtues, habits that must be possessed and made habits by children from the time of analysis to becoming *mukallaf*, a person who is ready to sail the sea of life (Kholiq, 1999: 63). Islamic education philosophers almost agree that moral education is the soul of Islamic education, because one of the highest goals of Islamic education is the development of *Akhlakul Karimah* (Khozin, 2013: 194). Therefore, it is very

important for moral education to be instilled from childhood.

Childhood is the right time to instill religious values, especially the cultivation of faith in the early years of children. So that these values will be firmly embedded in the soul of children until adulthood.

The basis of moral education is the Qur'an and al-Hadith, because morality is a moral system that is based on Islamic teachings. The Qur'an and al-Hadith as a guideline for Muslims explain the criteria for good and bad deeds. The ultimate goal of moral education in the view of classical Islamic scholars is the formation of positive characters in human behavior and personality. However, in practice, moral education tends to teach good and bad normatively as well as moral education. The increasing level of behavioral and moral delinquency of children shows that moral education in educational institutions is not optimal. (Octavia, 2014: 11-12)

Masaran State Elementary School is located in Masaran Village, Masaran District, Sragen Regency, Central Java Province which is a B-accredited school. According to the author, the progress of this school is influenced by the increasing performance of teachers in carrying out their roles and functions to nurture students and organize school activities.

Hernawati's research entitled "Implementation of Character Education in Islamic Education". The results of her research Hernawati concluded that Islamic education has implemented the main values of the character formation pillars in schools, families and communities, by paying attention to the growth and development aspects of students, to then analyze the character formation values instilled in these phases of development.

This study aims to find out the role of moral education in shaping the character of grade 6 students at SDN 3 Masaran, find out what obstacles are faced in shaping the morals of grade 6 students at SDN 3 Masaran, find out solutions in overcoming obstacles that occur in the formation of morality of grade 6 students at SD Negeri 3 Masaran.

RESEARCH METHODS

This study uses qualitative research. Qualitative research is an inquiry strategy that emphasizes the search for the meaning of understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon, focused and multimodal, natural and holistic, prioritizes quality, uses several methods, and is presented negatively. (Baki, 2014:).

The author applies this qualitative approach because the qualitative approach emphasizes the socially constructed nature of reality, the close relationship between the researcher and the subject being studied. (Daud Ali:1998). The qualitative approach is also easier when dealing with double reality, this method also presents directly the essence of the relationship between the researcher and the informant and this method is more sensitive and easier to adapt to the setting.

As for this study, the research location was carried out at SD Negeri 3 Masaran.

The subject was a 6th grade student at the State Elementary School 3 Masaran. The informants in this study came from direct interviews with principals, teachers and grade 6 students who were referred to as resource persons. The complementary data collection aims to gather sufficient and relevant data related to the research problem. The methods include:

First, Observation as a scientific method, observation is interpreted as the process of observing and recording phenomena under investigation, often using statistics. In this research, the author conducted direct observations at SDN 3 Masaran. This observation was carried out to obtain more objective data through direct observation.

Second, Interview to obtain adequate data as a cross-check, the researcher used interview techniques. The interview involves asking oral questions to individuals who can provide relevant information related to the research problem. The main characteristic of interviews is the direct face-to-face contact between the researcher and the informants. In this research, the informants were teachers, the principal, and sixth-grade students at SDN 3 Masaran.

Third, Documentation documents refer to records of past events that may take the form of writings, images, or other works. In this research, the documentation method was used to collect additional data from the documents and archives available at SDN 3 Masaran to complement the research report.

The data analysis technique used is based on Milles and Huberman's theory. In this approach, data analysis is conducted continuously through the following steps: data collection, data reduction, data presentation, and conclusion drawing (Sugiyono, 2017, p. 133).

RESEARCH RESULTS

Implementation of moral education in shaping the character of grade 6 students of SD Negeri 3 Masaran Sragen, Central Java.

Moral education carried out at SD 3 Masaran to build students' character certainly does not necessarily run just like that. Of course, there are many processes that must be carried out so that the student's character is really embedded in the school. Moral education when viewed from the perspective of human cultural life is nothing but one of the tools for cultivating (enculturing) society itself to increase the dignity and dignity of human beings as personal and social beings to the optimal point of the ability to obtain the welfare of life in this world and the happiness of life in the hereafter which lasts a lifetime (Suhid 2008). Regarding the implementation of moral education at SDN 3 Sragen City, Nurhaedah (2015) revealed, that:

In order to form the personality of students, it is necessary to habituate the morals of mahmudah. Habituation should be accompanied by the intention of the habitual behavior, because the habituation used is not to force students to do

something automatically, but so that they can carry out all good things easily without feeling burdened. This is where moral creed learning materials are needed that are transferred to students through the learning process in the classroom. People who deliver material, in this case educators must have good personalities, this personality is emanating from their good behavior inside and outside the classroom, in order to be a good example. An advisor who cannot be used as an example is only doing a futile act when advising.

To achieve a goal in education, of course, a way is needed to achieve this goal. In the learning process, this is known as a method or in other words, the method taken so that educational goals can be achieved. Based on the results of observations and also the results of interviews that the author has conducted, it can be known that the moral education applied in this pesantren includes,

First, use example. Based on the observations made by the author at SD Negeri 3 Masaran, all parties starting from teachers and staff in the environment can all be used as good examples for their students, especially in terms of attitude. Because, a teacher is essentially imitated and imitated, then whatever he does is an example that will be followed by his students.

Second, using habituation. In instilling a good character in students, a very influential method is through habituation. This is because the habituation method is a process of instilling habits that are carried out from childhood by doing a certain behavior repeatedly. At SD Negeri 3 Masaran, this method is carried out with activities or activities that are routinely carried out by students such as always complying with the regulations listed in the student moral and disciplinary guidebook which if done regularly so that students have good characters.

Third, the method of advice and punishment. Based on the results of observations and interviews that the author has conducted, it can be found that SD Negeri 3 Masaran uses these two methods at the same time in the implementation of activities so that students can continue to comply with the various rules contained in the moral and student code of conduct guidebook so that later they can have the expected good characters. In the implementation of this adab court, every day students are asked to do the jасus system or supervise friends or other students who if they commit a violation, then the teacher calls the student who violates the rules to be given advice so that in the future he does not repeat the same mistake and the punishment given is in the form of a plank for 2 minutes for each violation committed.

Fourth, the story method. At SD Negeri 3 Masaran, in the implementation of moral education, it also uses the story method, which is to explain a material by including exemplary stories that can be taken from the Qur'an, hadiths, stories of the Companions and of course can also be taken from the stories of daily life which contain wisdom that can be used as lessons.

Based on this information, we can find out that the form of implementation of moral education applied at State Elementary School 3 Sragen City as an effort to develop the personality of students is learning in the classroom (knowledge transfer)

and learning outside the classroom (value transfer).

Learning in the classroom Learning in the classroom is learning that is programmed by educators in advance and regulated in the curriculum. This learning. developing students' knowledge of moral faith materials. It is hoped that the output of this knowledge will be considered for students in analyzing how they should behave and behave. Learning in the classroom goes through three stages of the basic components of learning, namely: preparation, implementation, and evaluation.

a. Learning Preparation

Before educators enter the classroom to carry out the teaching and learning process, there are several things that must be prepared, namely:

1). Physical and Mental

According to Nurhaedah (2015), a professional educator, before entering the classroom, must prepare a good physical and mental condition. Concentration in the process of knowledge transfer is essential. This concentration will not be good without being accompanied by good physical and mental condition. In addition, educators as role models must be physically and spiritually healthy and have a clean and neat appearance. The professionalism of educators can foster an awareness of responsibility and exemplary that must be on them. Educators should not bring personal problems into the learning room, because it will make the direction of learning policies tend to be subjective and produce conditions for the teaching and learning process that are not conducive. (Getteng, 2010)

2) Insight and Mastery of the Material

An educator is required to master the material to be taught. So that professional educators never stop learning. How is it possible to transfer knowledge or material that is not mastered (Idhar, 2018). Educators must also be up to date in terms of insight into facts and developing discourses related to the material to be taught. It is possible that in the teaching and learning process, these facts and discourses are raised by students as a problem that causes discussion.

3) Learning Tools

Since the enactment of the Education Unit Level Curriculum (KTSP), educators are required to make learning tools. The learning tool aims to ensure that what educators will do in learning is planned and implemented systematically. The learning tool contains an educational calendar, Graduate Competency Standards (SKL), Competency Standards (SK), Basic Competencies (KD), details of effective hours, mapping of competency standards, Annual Program (PROTA), Semester Program (PROSEM), syllabus, Minimum

Completeness Criteria (KKM) and Learning Implementation Plan (RPP). (Salmiati & Septiawansyah, 2019)

The preparation of moral education programs and their implementation need to give a balanced emphasis to the aspects of the content of values and the teaching process. In addition, it also gives a balanced emphasis to the development of emotional rationality as well as behavior and deeds. This is important in order to shape and develop the personality of students. (Idhar, 2018)

b. Learning Implementation

From the interviews conducted by the author with educator informants, there are several approaches used by teachers of moral beliefs in the learning process in the classroom that are considered appropriate and useful in the implementation of moral education:

1). Value Cultivation Approach

The *inculcation approach* is an approach that emphasizes social values in students. The purpose of this approach is the acceptance of certain social values by students and the change of student values that are not in accordance with the desired social values. (Rohman & Mukhibat, 2017)

2) Cognitive Development Approach

This approach is said to be the cognitive approach, because its characteristics give emphasis to the cognitive and developmental aspects. This approach encourages students to think actively about moral issues and in making moral decisions. The goal to be achieved with this approach is twofold. First, it helps in making more complex moral judgments based on higher values. Second, encourage students to discuss the reasons when choosing their values and position in a moral issue. This approach emphasizes the developmental aspect of thinking. (Isnaini, 2013)

3). Value Analysis Approach

The value analysis approach emphasizes the development of students' ability to think logically by analyzing problems related to social values. The purpose of this approach is to help students in using logical thinking skills and scientific discoveries in analyzing social problems related to moral values. In addition, the purpose of the approach is also to assist students in using rational and analytical thinking processes. (Alimudin, 2017)

4) Value Clarification Approach

The value clarification approach emphasizes efforts to help students examine their own feelings and actions to increase their awareness of their own values. The objectives of this approach are: first, to help learners to realize and identify their own values as well as

those of others. Second, to help students communicate openly and honestly with others. Third, to help students to be able to use their rational thinking skills and emotional awareness together to understand their own feelings, values and behavior patterns. (Alimudin, 2017)

5) Approach to Learning to Do

The learning approach emphasizes efforts to provide opportunities for students to perform moral acts, either individually or jointly in a group. There are two objectives based on this approach, the first is to provide opportunities for students to perform moral acts, either individually or jointly based on their own values. Second, it encourages students to see themselves as individual and social beings in association with others.

As a result of moral education, the following points can be included:

1. Honesty: Children learn to speak and act honestly in all situations, avoiding lies or deceit.
2. Responsibility: Moral education helps students understand the importance of taking responsibility for their actions, both in school and in everyday life.
3. Discipline: Children learn the importance of discipline in following rules, managing time, and completing tasks, which is crucial in both personal and professional life.
4. Respect: Students are taught to respect teachers, peers, parents, and everyone around them, as well as to appreciate differences.
5. Empathy Through moral education, children are taught to understand and share the feelings of others, which helps them become more caring and sensitive to the needs of others.
6. Cooperation: Children learn to work together with others, both in study groups and in daily activities.
7. Fairness: Moral education teaches the importance of being fair and treating others equally, without discrimination.
8. Patience: Students are taught to be patient in facing challenges and to wait for the best outcomes without rushing.
9. Integrity: Children learn to act in accordance with the moral values they believe in, even when no one is watching.

With these values, it can be concluded that SD Negeri 3 Masaran Sragen has successfully cultivated good student character by employing the best methods, such as developing students' understanding of faith and moral materials. This provides a concrete contribution to understanding how moral education shapes student character.

Supporting and inhibiting factors of moral education in shaping the character of grade 6 students of SD Negeri 3 Masaran Sragen Central Java

Supporting Factors

a. Professional Educators

Educators at SD Negeri 3 Masaran, are professional personnel, therefore moral development can be realized. Here, educators are required to cooperate with each other and help students in speaking religiously. So the moral responsibility of students, morals, is not only imposed by religious educators but all educators and school residents. In every religious activity, not only religious educators are responsible, but all existing educators. So that all educators have a common obligation and duty over student behavior.

b. Support for All School Teachers

The existence of the environment has a great influence on the personal development of students, both families, madrasas and communities. The cooperation between the madrasah and parents to supervise their children's association outside the madrasah has gone well, because at the beginning of students entering the madrasah parents are collected, given explanations and invited to work together to supervise and guide their children when they are at home. So that if there are students who have problems in the madrasah, their parents will be called to the madrasah to be given an explanation of what their children are doing and invited to deliberate to take the best solution for their children. So that parents will feel embarrassed, reprimand, and supervise their children well when at home.

The community as the third educational institution after parents and madrasas is also responsible for developing the personality of students, because the existence of students in the community is more numerous and longer than in madrasas. In addition to working with parents, madrasas also collaborate with religious and community leaders.

c. Facilities and Infrastructure

SD Negeri 3 Masaran, has an adequate mushalla to accommodate all students and educators in carrying out religious activities, such as congregational zuhur prayers carried out by all madrasah residents, as well as in commemoration of Islamic holidays, and worship practices for

students.

Inhibiting Factors

a. Lack of Religious Education in the Family and Attention from Parents

The busyness of parents carrying out their activities sometimes leads to forgetting the duties and responsibilities of educating their children. Because in general, when parents send their children to school, they immediately assume that the duties and responsibilities of education have been completely handed over to the school. Research by Warsiyah and Alfandi (2021) mentions that the family plays an important role in child upbringing, especially in instilling morals. Both rural and urban families have an equally important role because the educational challenges in urban and rural areas are not significantly different in this digital era. Therefore, it is important to cultivate parental awareness to take an active role in the moral education of their children.

Minimal social factors force parents to earn income by working without knowing the time. So that children will lack attention and love from parents. As a result, they seek pleasure alone with their friends without supervision from their parents. Some parents pamper their children more so that whatever their children do is left alone, even supported even though it is not good.

b. State of the Student Environment

The state of the student's environment is between a mixture of local and modern cultures. So that students will try to imitate the cultures that exist in the city even though they are not in accordance with the culture of the local community.

The solution that can be taken to overcome these problems is: cooperate with the parents of students, invite parents to participate in supervising their children at home, in terms of association, appearance, speech, and habits carried out.

c. Lack of Student Awareness

In general, students outside of school hours prefer to waste their time playing, going for a walk to find fun, rather than studying.

Solutions to overcome obstacles to moral education in shaping the character of 6th grade students of SD Negeri 3 Masaran Sragen, Central Java, Academic Year 2022/2023

Based on interviews with 6th grade teachers, the researcher concluded that the solution to the formation of students' character is to improve their attitude first so that the material presented is easy for them to digest and

practice in daily life, because no matter how much material about morals is conveyed, if the student's attitude does not accept, is indifferent to the teacher, does not listen to the teacher's explanation, then what has been conveyed will be in vain what has been conveyed does not enter the student. This is a homework for the school to make students behave better and be polite to teachers, the hope of grade 6 teachers is that in the future it will be even better. By arranging better learning strategies such as religious activities at school.

CONCLUSION

1. The role of moral education in the formation of the character of grade 6 students of SD Negeri 3 Masaran Sragen is in various ways, namely: *First*, using examples, namely teachers and school staff provide examples of good attitudes and behaviors that can be imitated by students. *Second*, using habituation, which is like children habituating their character by complying with existing school regulations. *Third*, using advice and hukuman, namely students are instilled with character so that when they find their friends making mistakes, they are able to advise each other and if they commit violations, the teachers give light punishments to create a sense of deterrence. *Fourth*, using stories, namely children are given good examples or inspirational stories so that they can help in instilling and improving good character for students.
2. Supporting factors for the role of moral education in shaping the character of 6th grade students of SD Negeri 3 Masaran include the existence of professional education personnel, the support of all school teachers, and the existence of adequate facilities and infrastructure. Then the inhibiting factors are the lack of religious education in the family environment and low parental attention, the state of the student environment, and the lack of student awareness.
3. The solution to the factors that hinder the role of moral education in shaping the character of 6th grade students of SD Negeri 3 Masaran is to provide understanding and additional insight to parents/guardians about the importance of moral education, increase student awareness regarding the importance of moral education by adding knowledge and insight into the importance of moral education for them, and try to form a good environment to help form a good character for students. student.

The results of this research provide theoretical suggestions for future studies to conduct a more in-depth examination of the Role of Moral Education in Shaping Student Character.

a. For the School Principal

- 1) Provide motivation to teachers and students to always be enthusiastic and become individuals with good character.
- 2) Conduct evaluations and development of student learning outcomes.
- 3) Consider the incoming criticism and suggestions for the advancement of the institution.

b. For Teachers

- 1) Involve parents and establish good relationships to ensure the learning process runs smoothly.
- 2) Establish communication and interaction with students to maximize learning.
- 3) Build good relationships with all teachers, students, and parents.

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