

Teachers and Quality of Learning in Madrasah

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Abstract: Education must be planned properly and optimally so that the results obtained are also maximum, East Kotawaringin State Madrasah Aliyah (MAN) is the only State Aliyah Madrasah in East Kotawaringin Regency and has been accredited A. This school can be said to be a high school plus religion because its subjects and majors are the same as the subjects and majors in high school in generally. However, the religious lessons are more detailed and deeper. This study aims to describe how the efforts of teachers in improving the quality of learning for students of East Kotawaringin MAN. This research was explored with a qualitative approach. The research subjects were 3 teachers in the field of religious specialization, namely *ushul fiqh*, Arabic, and the science of interpretation & science of hadith. The research informants were the principal and 77 students of class X majoring in religion. Research data was collected and explored through interviews and documentation techniques. While the results obtained are that the teacher makes various efforts to improve the quality of learning, including: 1) holding a game of throwing questions between students, using the discussion method, dividing into groups to make papers and presenting them, looking attractive and polite. 2) using discussion and practice methods, asking HOTS questions, and preparing several issues (LKS) in the form of online discussion sheets and asking critical questions. 3) using the discussion method, using the Al-Qur'an media and books on hadith science, building good communication, always involving students, understanding every student's behaviour and always providing support.

Keywords: Effort; Role; Quality of Learning.

Introduction

Education must be planned properly and optimally so that the results obtained are also maximum. To achieve this goal, of course, cannot be separated from the intervention of the teacher. Teachers play an important role in the success of teaching and learning, especially in improving the quality of learning. According to Mulyasa, quality learning is learning that all or at least has active students during the learning process and shows enthusiasm and enthusiasm and has confidence in learning (Pandiangan, 2019: 35).

The urgency of the teacher's position requires him to carry out his role properly to achieve educational goals. This means that efforts are very important to be carried out in tandem with their role. In Surawan's opinion that the teacher acts as someone who helps, directs, affirms, and arouses

curiosity, enthusiasm, enthusiasm, and enthusiasm of students and not only transfers knowledge, skills and attitudes but also can increase student independence (Surawan, 2020: 77). Therefore, the teacher must be as maximal as possible in carrying out his role as a teacher so that educational goals can be achieved. It can be concluded that the teacher/Ustadz is a person who carries out Islamic religious learning, especially the Qur'an and religious values as a provision to live a safe life in this world and the hereafter (Rizki, Hamdanah, & Surawan 2022: 903). For this reason, teachers are expected to be able to foster a positive mental attitude in the learning process, namely: love for science and technology development, tolerance, cooperation, multiculturalism, democracy, dynamic mental attitude, and love (obey) to their God (Fauziah 2018: 14). So according to Wragg effective learning is learning that makes it easy for

students to learn something useful such as facts, skills, values, concepts and how-to live-in harmony with others, or a desired learning outcome" (Gilang, 2020: 12-13).

East Kotawaringin State Madrasah Aliyah (MAN) is the only State Aliyah Madrasah in East Kotawaringin District and has been accredited A. This school can be said to be a high school plus religion because the subjects and majors are the same as subjects and majors in high school in general. But his religious studies are more detailed and deeper. Apart from that, MAN Kotawaringin also has a choice of religious majors in which these religious majors are increasingly in demand. This can be seen from the ever-increasing number of students taking religious majors so that currently the religious department has three rooms at each grade level. As the only State Aliyah Madrasah in East Kotawaringin, it is certainly in the spotlight and is one of the schools that are in demand in East Kotawaringin, as seen from the increasing number of students enrolling each year.

This phenomenon attracted the attention of the author to find out more about it so that this research was conducted with the aim of describing how the efforts made by teachers in the field of religious specialization in improving the quality of learning for class X students majoring in religion at MAN Kotawaringin Timur. With this research, it is hoped that it can transfer information to readers about efforts to improve the quality of learning and it is hoped that it can become a reference for educators (teachers) in improving the quality of learning for students.

Materials and Methods

This research was explored using a descriptive qualitative approach, namely a method with the aim of understanding more deeply about the phenomena and so on that are experienced by research subjects including attitudes, actions, and others. (Moleong, 2017: 6). Dig with this method so that the resulting data can be described in detail and more depth. The data in this study were collected by surveys, interviews, and documentation. Interviews were conducted with

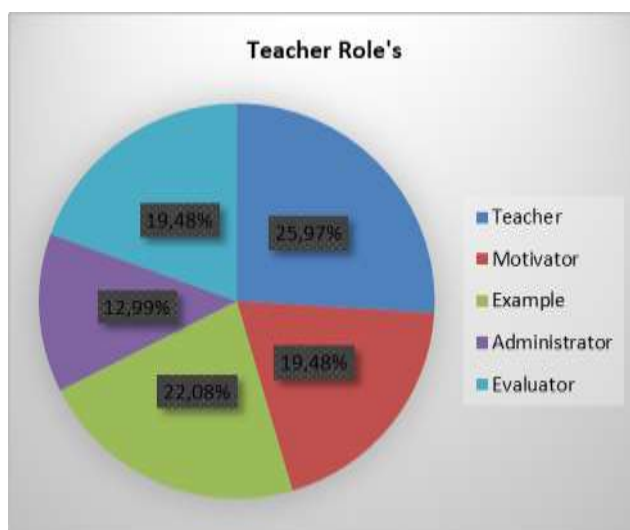
different sources, namely school principals and teachers (teachers of fiqh, Arabic, hadith science and interpretation science as research subjects, while the survey was conducted on 77 class X students majoring in religion. The data collected was analysed using qualitative data analysis techniques. According to Miles and Huberman, stated that qualitative data analysis techniques are divided into data display, data reduction, data collection, and conclusion drawing/verification (Sugiyono, 2020: 246-252).

Results and Discussion

Result

The Role of Teachers in Improving the Quality of Learning for Students

Based on the research findings, it is known that learning at MAN Kotawaringin Timur is still carried out online considering that it is still in post-Covid-19 pandemic conditions. The roles that have been carried out by teachers of religious specialization subjects, namely teachers of ushul fiqh, Arabic language, tafsir, and hadith science at MAN Kotawaringin Timur based on the research results are as follows: As an instructor, As a motivator, As an example, As an administrator, As an evaluator



Based on the results of research related to the role of the teacher as a teacher as much as 25.97%, the role of the teacher as a motivator as much as

19.48%, the role of the teacher as an example as much as 22.08%, the role of the teacher as an administrator as much as 12.99%, and the role of the teacher as an evaluator as much as 19.48%, this can be seen in the diagram above to find out that East Kotawaringin MAN teachers, especially teachers who teach specialization subjects in class X majoring in religion, have carried out their role. This is in line with the results of an interview with the principal who stated that the East Kotawaringin MAN teacher had carried out his duties, meaning that the teacher had carried out his role according to the rules.

Teachers’ Efforts in Improving the Quality of Learning for Students

Based on the results of research conducted by researchers at MAN Kotawaringin Timur regarding teacher efforts in improving the quality of learning, as a teacher it is supposed to make efforts to improve the quality of learning, because improving the quality of learning is very important. Because quality learning will affect students’ understanding and learning outcomes. As is the case in the subject of religious specialization in class X majoring in religion at MAN Kotawaringin Timur.

No	Efforts to Improve Learning Quality	Percentage
1	Delivering learning material that is interesting and easy for students to understand	30.56%
2	Creating a fun learning atmosphere	35.24%
3	Make students become more active in learning activities	34.2%

Based on the results of the study, it is known that the efforts made by teachers in improving the quality of learning such as delivering learning materials that are interesting and easily understood by students obtained a percentage of 30.56%, creating a pleasant learning atmosphere obtained a percentage of 35.24%, and making students more active in learning obtained a percentage of 34.2%. It is true that the efforts made by the teacher have been successful, the teacher is able to create a

pleasant learning atmosphere in the classroom. This is evident from the results of interviews with students who mostly stated that the atmosphere in the classroom during learning was fun because the teacher usually interspersed with jokes, the media used were interesting and there were group discussions so that the atmosphere in the classroom was fun, but there were indeed some students who felt bored because sometimes the teacher was too serious when teaching. Although there are still students who feel bored, bored, or even sleepy during learning activities, in general, the efforts made by teachers to create a pleasant learning atmosphere are very good and successful.

Discussion

The Teacher’s Role in Improving the Quality of Learning for Students

1. As an instructor. The teacher as an instructor is a person who teaches a science to students (Safitri, 2019: 20-21). While Arabic language, tafsir and hadith science teachers have not made lesson plans that are more directed to provide guidance and direct students so that they can develop their potential, interests and talents. By providing guidance and always providing direction, a good relationship will be established between teachers and students so that students can be open with teachers and vice versa. This condition is in line with the results of research by Jennah, Surawan & Yusuf (2022: 896) that interpersonal relationships between teachers and students and students need to be done. According to Aliet Norhayati, good and effective communication in the learning process is a two-way interaction between teachers and students characterized by good interpersonal relationships (Jennah et al, 2022: 896). Based on the above opinion, it can be concluded that the teacher as a teacher must have a good relationship with students so that the teacher can help develop students’ abilities according to their potential, interests and talents.
2. As a motivator. The teacher as a motivator is a person who provides motivation and enthusiasm to students in learning (Safitri, 2019: 20-21). Based on the research findings, it is known that the teacher carries out his role as a

motivator, as done by the ushul fiqh teacher, namely by giving examples of the enthusiasm of the previous fiqh scholars in studying and teaching it. Meanwhile, teachers of tafsir and hadith usually encourage them with motivational words and praise and encourage them to study harder. As for what is done by Arabic language teachers, namely, motivating students by using interesting methods so that students are interested and enthusiastic in learning, utilizing technology, holding competitions between students, and always improving the quality of teachers by attending seminars or workshops and approaching students so that students can be motivated and enthusiastic in learning. This condition is in line with the results of research by Jennah, Surawan & Yusuf (2022: 897) motivation can make students able to follow and accept learning well, for example by holding challenges, quizzes, and assessments, which will cause competition between students. According to Sanjaya, good grades can trigger students to study harder to get high grades, therefore teachers must immediately evaluate student learning outcomes (Jennah, Surawan & Yusuf, 2022: 897). The same thing is also expressed by Surawan that motivation is very important and needs to be given to students because only motivated students will be able to carry out learning activities and the learning process will be successful if students are motivated to learn (Surawan, Anshari & Sari, 2022: 89). Based on the above opinion, as a motivator, the teacher holds competitions such as holding quizzes or asking questions so that students are motivated and enthusiastic in learning.

3. A teacher as an example is someone who provides good examples and role models to their students (Safitri, 2019: 20-21). Based on the findings of the researchers, it is known that in general the teacher has carried out his role as a role model, as done by Arabic language teachers, tafsir science and hadith science they show good attitudes and personalities, always doing positive things so that students can imitate what their teachers do. Meanwhile, the

ushul fiqh teacher shows a good attitude and manner when interacting with fellow teachers or with students. This is done so that students can see firsthand and can imitate good attitudes and behavior as reflected by their teachers at school. This is in line with the results of Karso's research (2019: 395) the teacher as a role model shows a good attitude, respects differences in opinion, is honest, disciplined, friendly and speaks politely and politely.

According to Ratnawati (2018: 4) the role of the teacher as a role model is very important and very influential in the educational process, exemplary is the most effective way to foster good attitudes and behavior in students, as a role model the teacher must behave well because the teacher is a reflection for his students. The same thing is also expressed by Kandiri Arfandi (2021: 4) the teacher as a role model is a role model for his students and also for the entire community around his residence. So, wherever the teacher is, the teacher will be a role model for everyone who knows him as a teacher.

4. As an administrator Teachers as administrators are people who record the progress of their students (Safitri 2019: 20-21). Based on the findings of the researchers, it is known that in general the teacher has carried out his role as an administrator, as done by the ushul fiqh teacher who always records every development of his students, both learning outcomes in the form of daily test scores, assignments or those related to student activeness during the learning process, lesson plans and syllabus. Meanwhile, teachers of tafsir and hadith science usually record every development of their students during the learning process. The Arabic language teacher carries out administration in both education and teaching, for example by recording learning outcomes and making teaching plans, because documents in the form of records of learning outcomes, teaching plans such as lesson plans, syllabuses and others are valuable documents as a manifestation that a teacher has carried out his role properly and optimally, but based on the findings of the researchers he has not carried out his role optimally because he has not made

lesson plans. This is in line with the results of research by Salmiati & Septiawansyah (2019: 55) that teachers as administrators prepare learning tools, the tools in question are in the form of teaching plans such as lesson plans. According to Sopian (2016: 91) teachers as administrators in addition to filling out student attendance books, report cards and score lists teachers must also have teaching plans, semester programs and annual programs. The same thing is also expressed by Jentoro et al (2020: 50) as an administrator the teacher assigns tasks and gives grades for the tasks that have been done. Because as an administrator, recording related to the assessment of tasks and attitudes during the learning process is very important and needs to be done.

5. As an evaluator. Teachers as evaluators are people who evaluate the learning process of their students (Safitri 2019: 20-21). According to Koegel & Wilhelm, evaluation is needed to answer children's learning activities while at school (Nina, Hamdanah & Muslimah, 2020: 101). Based on the findings of the researchers, it is known that in general the teacher has carried out his role as an evaluator, as done by the Arabic language teacher where he first collects various kinds of data or related information related to the success of learning, by knowing whether the learning is successful or not the teacher can follow up by evaluating the learning process that has been carried out. while teachers of tafsir and hadith science feel constrained in conducting evaluations because they cannot monitor students directly. The ushul fiqh teacher usually prepares questions or questions to assess student learning outcomes and holds remedials for students whose scores do not reach the completeness criteria. This is in line with the results of Septiawansyah's research (2019: 56) as a teacher evaluator using classroom-based evaluation, namely by collecting, reporting, and using information about the process and results of student learning by applying the principles of continuous assessment. This is also in line with the results of Kuswanto's research (2014: 219) as a teacher evaluator to collect, analyze, interpret,

and consider the success rate of the learning process based on predetermined criteria. So that later the teacher can take further action.

According to Ismail (2015: 710) accurate assessment data is very helpful in determining the direction of student development, teaching assessment is the most important part of the teaching system. Because without evaluation the teacher cannot determine the direction and conduct follow-up.

Teacher Efforts in Improving the Quality of Learning for Students

The efforts that have been made by teachers of religious specialization subjects, namely, teachers of ushul fiqh, Arabic language, tafsir science and hadith science at MAN Kotawaringin Timur based on the research results as follows:

1. Delivering learning materials that are interesting and easy for students to understand. As a teacher, in delivering material, you must be able to package the material creatively and deliver it in an interesting way so that students are interested in learning and can more easily understand the material presented. According to Surawan, Anshari & Sari (2022: 89) it would be better if the teacher in delivering the material used interest-based interactive learning methods because each student has different interests, talents, and abilities.

Based on the findings of the researchers, it is known that teachers make various efforts in delivering learning materials so that students are interested in learning and easily understand the material presented, such as what is done by teachers of tafsir and hadith science more often instructing students to read hadith and look for examples of interpretation of surahs using Qur'an or cellphone media then throwing each other to read the hadith or surah and he also often divides students into groups to make papers and present them in front of the class. While the ushul fiqh teacher usually uses different methods every meeting, for example the discussion method, questions and answers between students and games that are tailored to the material being taught, sometimes he also intersperses with jokes. As for Arabic teachers,

namely by having good Arabic writing, looking attractive and polite, using audio-visual media by using games and interspersed with Arabic songs. using audio-visual media, Al-Qur'an and textbooks, mastering the material, always maintaining appearance and developing their abilities. This is in line with the results of Nasution & Sabri's research (2020: 191) efforts made by PAI teachers to improve the quality of Islamic religious education learning by developing abilities by reading more books, improving professions, using varied learning methods and media. Similar to the results of Iman's research (2019: 10), in delivering Islamic religious education learning materials, media can be used in the form of films, for example the practice of Hajj, ablution and direct practice involving students. The use of media will be able to provide a more interesting understanding and explanation so that it is expected to improve the quality of learning.

Based on the results of the study, it is known that the efforts made by teachers in improving the quality of learning as above. It is true that the efforts made by the teacher have been successful, the teacher conveys the learning material in an interesting way and is easily understood by students. This is evident from the results of interviews with students who mostly stated that the way the teacher delivered the learning material was very good, clear and easy to understand, although there were still students who felt that they did not understand the material presented, but in general the efforts made by the teacher in delivering learning material that was interesting and easy to understand were successful.

2. Making students more active in learning activities. Student activeness in learning activities should indeed be done, so how can teachers make their students active in class. Teachers at MAN Kotawaringin Timur usually have their own ways to make students more active in learning activities, various efforts are made so that students can become more active in the classroom. According to Suroko, to improve and achieve quality learning in

learning activities, it is necessary to utilize information technology (Husein, 2022: 22).

Based on the findings of the researchers, it is known that the efforts made by teachers to make students more active in learning activities, such as those made by Arabic language teachers by using group discussion methods and increasing exercises so that students can play a direct and active role during the learning process and provide HOTS questions. While the efforts made by tafsir and hadith science teachers are by using group discussion methods, throwing questions between students, and paper presentations. Efforts made by ushul fiqh teachers are by preparing several problems (LKS) in the form of online discussion sheets and asking critical questions related to scientific phenomena (fiqh and worship) around them. This is in line with the results of Huda's research (2020: 156) that the efforts made by teachers to increase student activeness are by asking questions because with questions and answers students will respond by expressing their opinions to answer. According to Husein (2022: 27) efforts made by teachers to improve the quality of learning, namely by using information technology in the learning process will make students more active and conduct discussions and ask questions. Referring to this opinion, it is known that student activeness during the learning process must indeed be raised, such as through efforts made by East Kotawaringin MAN teachers. Based on the results of the above research, the most frequently used methods are discussion and question and answer. This is in line with the results of Rahmadanti & Suhendra's research (2022: 139) which reveals that teachers can use media, conduct questions and answers and discussions.

Based on the results of the study, it is known that the efforts made by teachers in improving the quality of learning as above. It is true that the efforts made by teachers have been successful, teachers are able to make students more active in learning activities. This is evident from the results of interviews with students who stated that most students were active, but

there were also those who were less active because their level of understanding was lacking. Although there are still students who are less active during learning activities, in general, the efforts made by teachers to make students more active in the classroom are very good and successful.

3. Creating a pleasant learning atmosphere As a teacher in the learning process in the classroom, the teacher must be able to create a pleasant learning atmosphere because creating a pleasant learning atmosphere will make students like subjects, especially religious specialization subjects. So that students will be more active in learning. Teachers at MAN Kotawaringin Timur usually have their own ways of creating a pleasant learning atmosphere. According to Surawan & Arzakiah (2022: 25) so that students are not easily bored and bored in learning, teachers must be active, use varied learning methods, interactive learning models and be able to manage the class well.

Based on the findings of the researchers, it is known that the efforts made by teachers to create a pleasant learning atmosphere as done by Arabic language teachers by building good communication in making rules, always involving students, while the efforts made by teachers understand every student's behavior and always provide support to students in learning. While the efforts made by the tafsir and hadith science teachers are by using audio-visual media to display impressions, utilizing media in the surrounding environment such as in hadith science subjects, namely analyzing pictures that have hadith, using the Qur'an as a learning medium for tafsir and hadith science books for hadith science subjects. The efforts made by the ushul fiqh teacher are by holding discussions and giving freedom to students when discussing so that students do not feel pressured and do not feel awkward. This is in line with the results of Amalia's research (2019: 171) which states that classroom management is an effort made by the teacher to create a comfortable classroom atmosphere and the teacher must master various approaches in classroom management.

This relates to teachers who must also have good communication with students, understand and always provide support. Of course, to achieve this, the teacher must first approach students so that later a good relationship between students and teachers will be established so that a comfortable and pleasant learning atmosphere will be created. Similar to Jaya's research (2017: 34) to create fun learning, teachers use questioning skills and provide opportunities for students to ask questions, provide reinforcement or encouragement so that students are enthusiastic about learning and form groups to discuss. This is in line with Supriyadi's opinion which states that questioning skills are needed by a teacher to create effective and enjoyable learning because in the learning process teachers are required to ask questions to their students (Jaya, 2017: 25). Teachers have a big role in student success because 1) teachers are expected to be able to provide enthusiasm and motivation to students, this is evidenced by the desire of students to learn, 2) teachers provide understanding to students of the importance of learning something; 3), teachers will observe students to find out the extent to which students understand the lesson; 4), teachers provide direct guidance to students in the learning process; 5) teachers provide direction to students in the learning process; 6) there is an evaluation (Surawan & Fatimah, 2021).

Conclusions

Apart from the quality of teachers, other factors such as infrastructure, curriculum and learning environment also influence the quality of madrasah learning. However, teachers remain the most dominant factor. Teachers are not only presenters of material, but also facilitators, motivators and mentors of students. The quality of teachers in designing learning, choosing appropriate methods, and providing constructive feedback will greatly influence student learning outcomes.

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