



THE RELATIONSHIP BETWEEN THE PERSONALITY COMPETENCIES OF ISLAMIC RELIGIOUS EDUCATION TEACHERS WITH DISCIPLINE, STUDENT MORALS IN SCHOOL, AND STUDENT RESPONSIBILITIES

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Abstract:

This research is motivated by student morale which is influenced by several factors, one of which is the personality competence of teachers, especially Islamic Religious Education (PAI) teachers. To improve the competence of teachers in schools, especially the performance of PAI teachers, it is not enough to just deliver lessons face-to-face in the classroom, but the personality competencies of PAI teachers must be able to build discipline attitudes, student morale at school, and a sense of student responsibility. This study aims to determine the relationship between the personality competencies of PAI teachers and discipline, student morale at school, and student responsibilities in SMA Negeri 1, 3, and 4 Bandung City. This research departs from the framework of thinking that the personality competence of teachers, especially PAI teachers, greatly determines students' attitudes and behaviors as role models both in the school environment and in the community. The methods used were quantitative associative descriptive methods and surveys, with 120 respondents selected using simple proportional and random sampling techniques. Data collection using Google Form instruments was then analyzed by simple correlation, partial correlation, and multiple regression. The results of the study show that the personality competence of PAI teachers has a positive and significant effect on student discipline, morals, and responsibilities. The competence of a good PAI teacher's personality can improve students' attitudes of discipline, morals, and sense of responsibility at school, although the effect varies from school to school. External factors such as the social environment, school culture, and interaction between students also affect student behavior. Therefore, the development of teacher competencies must be balanced with the creation of a supportive school environment so that the formation of students' character can run optimally.

Keywords: competence; teacher personality; discipline; morals; responsibility

Introduction

Humans are unique creatures, equipped with diverse feelings such as sadness, joy, anger, shame, and more. These feelings are part of human nature that distinguishes us from other creatures. As sentient beings, humans have the ability to sense these various emotions, but are also given the responsibility to manage them wisely (Arikunto, 2021; Bulutoding, 2024).

Although humans are born with lust that can lead to negative feelings, the ability to control those emotions appropriately makes humans to a higher degree (Putra, 2016a; Ridiana & Sirozi, 2024). When a person can contain and manage feelings such as anger, anxiety, or sadness in a good way and in time, then he will be more noble than angels who have no lust. This is what makes humans such a special creature (Irdani et al., 2023a; Mulyasa, 2013a; Risal, 2022).

As for the phenomenon that occurs in the social environment, there are many deviations from the values or norms of the state and religious sharia carried out by teenagers. This occurs due to moral deterioration or moral decadence (erosion of identity related to the deterioration of a cultural value, religious nationalism, socio-cultural values, and the development of individual morality). All of this includes ethical deviations (noble morals) that should always be maintained in society and the state. The news has spread widely through various media. Such as print media, youtube, instagram, facebook and others, which should not happen (Irdani et al., 2023b; Mulyasa, 2013b; Sugiyono, 2013a). Students are the successors of the nation who must be given an education with good education, such as good spectacle, good reading, good environment, good friends and others, because on their shoulders the fate of the nation in the future is better or vice versa (Putra, 2016b; Sarbini & Wahidin, 2020; Sugiyono, 2013b).

Moral deterioration (morals), due to weak discipline, not practicing noble morals, easily letting go of a sense of responsibility, speaking dirtily, behaving badly, student fights, drinking liquor, smoking marijuana, morphine, ecstasy, motorcycle gangs, speeding on the road, making trouble in society, free sex, rape, and even murder for grabbing women. According to Sugiri Syarief, there are 47 teenagers in the city of Bandung who admitted to having premarital sex, in Jabotabek 45, Surabaya 54 and Medan 52. Meanwhile, in Yogyakarta, which is known as an education city, of the 1660 students who became respondents to the study, it is known that 97.05 had lost their virginity (no longer virgin) while studying and 98 people admitted to having had abortions. This figure was recognized as the result of research on student boarding houses conducted by the Institute for the Study of Love and Humanity and the Sugiri Business and Humanities Research Center.

E-Mulyasa has said that: "Almost every day we are treated to sad examples through movies and television, which freely show sadistic behavior, mutilation, violence, crime, betel infidelity, drug abuse and corruption that have been cultured in some societies even among officials and artists. We also hear that teenagers and college students who are expected to be the spearhead of a country's progress have become involved with VCDs porn, sexual abuse, drugs, motorcycle gangs, and gambling.

The words of Allah SWT in Q.S. Shad: 26 remind mankind to control and manage their passions in a positive way and in accordance with His guidance, in order to obtain a reward from Allah SWT. Allah said, *"O Daud, verily We have made you a caliph on earth,*

so judge matters between men justly and do not follow lust, for lust can lead you astray from the way of Allah." (Q.S. Shad: 26). This verse teaches us to abstain from following evil desires and to always act justly and in accordance with His instructions.

Lust is an impulse or desire in humans that tends to lead to physical gratification or self-interest, which is often contrary to moral, religious, or common sense values. As the best solution in overcoming the moral decadence of students, improving the personality competence of teachers, especially Islamic Religious Education teachers, in schools is very important. Teacher performance is not only limited to delivering subject matter in the classroom, but must also include the formation of discipline, good morals, and a sense of responsibility for students. Teachers must be role models who are able to inspire students to internalize moral and religious values in daily life, thereby creating a positive learning environment and forming good student character (Nasution, 2019; Rahman et al., 2024; Temaluru et al., 2019).

From the paragraph above, a teacher must understand various competency standards in educating his students, society, and his or her fibers which include pedagogic, personality, social, professional, spiritual, and leadership competencies. However, in this study, the main focus is on the personality competencies of teachers (Aini & Daulai, 2024; Goleman, 2024; Yuliyanto et al., 2018). Daryanto in Dede Ruswandi's dissertation said that competence is knowledge, skills, and values that are reflected in the habits of thinking and acting.

The characteristic of an Islamic religious education teacher is the ability to think first before acting, which shows mastery of science, skills, and the application of values in carrying out his profession. These teachers not only teach intelligence and intelligence, but also instill discipline, noble morals, and a high sense of responsibility in their students. The values that become the life guidelines of Islamic religious education teachers in educating are the Qur'an and Al-Hadith, which are the basis for shaping the character of students in accordance with religious teachings.

The performance of teachers above requires a continuous process and a relentless struggle, along with the rapid development of the times. As time goes by, the challenges faced by teachers are increasingly complex, not only from the family and community environment, but also from the dynamics in the world of education itself. Globalization and modernization are additional challenges that require adaptation and renewal in the way of teaching and classroom management.

Education is not only limited to transferring knowledge, but also focuses on the formation of students' character. Teachers are not only required to teach the material, but also to guide students in a more positive attitude change. Through a wise and innovative approach, a teacher has an important role in shaping a generation that is not only intelligent, but also noble and ready to face the challenges of the times.

With this study, it is hoped that it can be found how much positive the relationship between the variables free of discipline (X1), morals (X2), and student responsibility (X3) with the personality competence of PAI teachers (Y) at SMA Negeri 1, 3, and 4 Bandung City.

Method

The approach in this study uses Quantitative. According to Arikunto, quantitative research aims to observe, review, and describe the object of research through figures obtained directly from the field, so that it can draw conclusions that reflect the real conditions that exist at the time the research is conducted. Meanwhile, the method used in this study is the *associative method*, which is a causal study in which there are independent variables (influencing variables) and dependent variables (influencing variables). Meanwhile, the data collection techniques are observation, interviews, and questionnaires or questionnaires. (Usman; 2002) Considering that these three techniques are seen as in accordance with the problem that the author is researching. All data were analyzed using simple correlation. The reliability of the data uses simple correlation, partial correlation and plural regression. And to find out whether there is a relationship between variable X and variable Y. Before testing the hypothesis, first test the normality and homogeneity of the two variables.

Results and Discussion

The Relationship between the Personality Competency of Islamic Religious Education Teachers and Student Discipline in SMA Negeri 1, 3, and 4 Kota Bandung

SMA Negeri 1 Kota Bandung

Table 1. SMA Negeri 1 Kota Bandung

Model Summary^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,733a	,537	,524	5,612	,537	44,008	1	38	,000
a. Predictors: (Constant), Student Discipline									
b. Dependent Variable: Personality Competencies of PAI Teachers									

Source: SPSS Data Processing 26, 2024

The table above explains the magnitude of the correlation/relationship value (R) which is 0.733 and explains the percentage of the relationship of the free variable to the bound variable called the determination coefficient which is the result of squaring R. From the output, the determination coefficient (R2 "R Square") is 0.537, which contains the understanding that the relationship of the free variable (PAI teacher's personality competence) to the variable (student discipline) is 53.7%, while the remaining 47.3% were influenced by other factors outside the X variable.

SMA Negeri 3 Kota Bandung**Table 2. SMA Negeri 3 Kota Bandung
Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,791a	,626	,617	6,001	,626	63,703	1	38	,000

a. Predictors: (Constant), Student Discipline**b. Dependent Variable: Personality Competencies of PAI Teachers***Source: SPSS Data Processing 26, 2024*

The table above explains the magnitude of the correlation/relationship value (R) which is 0.791 and explains the percentage of influence of the independent variable on the bound variable called the determination coefficient which is the result of squaring R. From the output, the determination coefficient (R2 "R Square") is 0.626, which contains the understanding that the influence of the independent variable (PAI teacher's personality competence) on the variable (student discipline) is 62.6%, while the remaining 38.4% were influenced by other factors outside the X variable.

SMA Negeri 4 Kota Bandung**Table 3. SMA Negeri 4 Kota Bandung
Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,470a	,221	,201	7,933	,221	10,784	1	38	,002

a. Predictors: (Constant), Student Discipline**b. Dependent Variable: Personality Competencies of PAI Teachers***Source: SPSS Data Processing 26, 2024*

The table above explains the magnitude of the correlation value / relationship (R) which is 0.470 and explains the percentage of the influence of the independent variable on the bound variable called the determination coefficient which is the result of squaring R. From the output, the determination coefficient (R2 "R Square") is 0.221, which contains the understanding that the influence of the independent variable (PAI teacher's personality competence) on the variable (student discipline) is 22.1%, while the remaining 78.9% were influenced by other factors outside of the X variable.

The relationship between the personality competence of Islamic Religious Education (PAI) teachers and student discipline in three different schools showed significant values, namely 73.3% at SMA Negeri 1, 79.1% at SMA Negeri 3, and 47.0% at SMA Negeri 4 Bandung City, which indicates that a good personality competence of PAI teachers is able to improve student discipline. PAI teachers who practice Islamic

values from the Qur'an and Hadith are role models for students in applying discipline attitudes, such as managing time, completing assignments on time, and maintaining neatness and enthusiasm for learning. School acts as a place for attitude formation, where teachers are tasked with educating and controlling the discipline attitudes of students whose initial characters are different. Although this relationship is strong, a decline in discipline still occurs, hampering the effectiveness of learning. Therefore, the role of PAI teachers is very important to foster student discipline. However, external factors such as the social environment and parental support also significantly affect student discipline. To achieve optimal discipline, the educational approach must involve collaboration between teachers, families, and the social environment so that the formation of students' disciplined character can run effectively and thoroughly.

The Relationship between the Personality Competency of Islamic Religious Education Teachers and Student Morals in SMA Negeri 1, 3, and 4 Kota Bandung *SMA Negeri 1 Kota Bandung*

Table 4. SMA Negeri 1 Kota Bandung

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,667a	,445	,430	6,143
a. Predictors: (Constant), Student Morals in School				

Source: SPSS Data Processing 26, 2024

The table above explains the magnitude of the correlation value / relationship (R) which is 0.667 and explains the percentage of the influence of the independent variable on the bound variable called the determination coefficient which is the result of squaring R. From the output, the determination coefficient (R² "R Square") is 0.445, which contains the understanding that the influence of the independent variable (PAI teacher's personality competence) on the variable (Student Morals in School) is 44.5%, while the remaining 56.5% were influenced by other factors other than the X variable.

SMA Negeri 3 Kota Bandung

Table 5. SMA Negeri 3 Kota Bandung

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,722a	,522	,509	6,790
a. Predictors: (Constant), Student Morals in School				
b. Dependent Variable: Personality Competencies of PAI Teachers				

Source: SPSS Data Processing 26, 2024

The table above explains the magnitude of the correlation value / relationship (R) which is 0.722 and explains the magnitude of the percentage of influence of the

independent variable on the bound variable called the determination coefficient which is the result of squaring R. From the output, the determination coefficient (R2 "R Square") is 0.522, which contains the understanding that the influence of the independent variable (PAI teacher's personality competence) on the variable (Student Morals in School) is 52.2%, while the remaining 48.8% were influenced by other factors outside the X variable.

SMA Negeri 4 Kota Bandung

Table 6. SMA Negeri 4 Kota Bandung

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,373a	,139	,117	6,784

a. Predictors: (Constant), Student Morals in School

b. Dependent Variable: Personality Competencies of PAI Teachers

Source: SPSS Data Processing 26, 2024

The table above explains the magnitude of the correlation value / relationship (R) which is 0.373 and explains the percentage of the influence of the independent variable on the bound variable called the determination coefficient which is the result of squaring R. From the output, the determination coefficient (R2 "R Square") is 0.139, which contains the understanding that the influence of the independent variable (PAI teacher's personality competence) on the variable (Student Morals in School) is 13.9%, while the remaining 87.1% were influenced by other factors outside of the X variable.

The relationship between the personality competence of Islamic Religious Education (PAI) teachers and the morals of students at school showed significant values, namely 66.7% in SMA Negeri 1, 72.2% in SMA Negeri 3, and 37.3% in SMA Negeri 4, which indicates that PAI teachers with good personality competencies are able to significantly improve students' morals. PAI teachers who are based on Islamic values from the Qur'an and Hadith are role models for students in applying noble morals such as honesty, patience, courtesy, and firmness. Morals, which are embedded in the soul and motivate behavior without the need for conscious consideration, are formed through the process of education and environmental influences, so the role of teachers is very important in guiding and becoming a real example for students. With good moral attitude from teachers, students are encouraged to imitate and apply positive behaviors that are reflected in school and community life. On the other hand, without good personality competencies, students' morals tend to decline. Therefore, integrated moral education in families, schools, and communities needs to be strengthened to form a generation that is intellectually intelligent and at the same time has high morals. Islamic Religious Education Teachers play a strategic role in instilling and developing students' noble morals, which have a positive impact on the social and moral life of the community at large.

The Relationship between the Personality Competency of Islamic Religious Education Teachers and the Responsibilities of Students at SMA Negeri 1, 3, and 4 Kota Bandung
SMA Negeri 1 Kota Bandung

Table 7. SMA Negeri 1 Kota Bandung

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,639a	,409	,393	6,340
a. Predictors: (Constant), Student Responsibility				
b. Dependent Variable: Personality Competencies of PAI Teachers				

Source: SPSS Data Processing 26, 2024.

The table above explains the magnitude of the correlation value / relationship (R) which is 0.639 and explains the percentage of the influence of the independent variable on the bound variable called the determination coefficient which is the result of squaring R. From the output, the determination coefficient (R² "R Square") is 0.409, which contains the understanding that the influence of the independent variable (PAI teacher's personality competence) on the variable (Student Responsibility) is 40.9%, while the remaining 59.1% was influenced by other factors outside the X variable.

SMA Negeri 3 Kota Bandung

Table 8. SMA Negeri 3 Kota Bandung

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,747a	,558	,546	6,530
a. Predictors: (Constant), Student Responsibility				
b. Dependent Variable: Personality Competencies of PAI Teachers				

Source: SPSS Data Processing 26, 2024

The table above explains the magnitude of the correlation value (R) which is 0.747 and explains the percentage of the influence of the independent variable on the bound variable called the determination coefficient which is the result of squaring R. From the output, the determination coefficient (R² "R Square") is 0.558, which contains the understanding that the influence of the independent variable (PAI teacher's personality competence) on the variable (Student responsibility) is 55.8%, while the remaining 45.2% was influenced by other factors outside of the X variable.

SMA Negeri 4 Kota Bandung**Table 9. SMA Negeri 4 Kota Bandung**

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,413a	,170	,148	6,661
a. Predictors: (Constant), Student Responsibility				
b. Dependent Variable: Personality Competencies of PAI Teachers				

Source: SPSS Data Processing 26, 2024

The table above explains the magnitude of the correlation value / relationship (R) which is 0.413 and explains the percentage of the influence of the independent variable on the bound variable called the determination coefficient which is the result of squaring R. From the output, the determination coefficient (R² "R Square") is 0.170, which contains the understanding that the influence of the independent variable (PAI teacher's personality competence) on the variable (student responsibility) is 17%, while the remaining 83% were influenced by other factors outside of the X variable.

The relationship between the personality competence of Islamic Religious Education (PAI) teachers and student responsibilities in three schools in the city of Bandung showed a significant correlation, namely 63.9% in SMA Negeri 1, 74.7% in SMA Negeri 3, and 41.3% in SMA Negeri 4, which indicates that the personality competence of PAI teachers is able to increase students' attitude of responsibility. The attitude of responsibility or trust in the Islamic view is not just belief, but a commitment to act honestly, openly, and with integrity, as well as responsibility to Allah SWT and others. However, many students neglect responsibilities in learning, such as delays in collecting assignments and behaviors that interfere with the learning process. PAI teachers play an important role as role models and guides in this attitude of responsibility by applying Islamic values in teaching activities and daily life. In addition, family and the environment also play a role in instilling the value of discipline and responsibility, so collaboration between teachers, families, and the environment is needed to form students who are disciplined, committed, and responsible in various aspects of life. Thus, the development of PAI teachers' personality competencies must be balanced with environmental support so that students' attitude of responsibility can grow optimally and have a positive impact on their academic achievement and social life.

The Relationship between the Personality Competency of Islamic Religious Education Teachers with Discipline, Student Morals at School, and Student Responsibilities at SMA Negeri 1, 3, and 4 Kota Bandung
SMA Negeri 1 Kota Bandung

Table 10. SMA Negeri 1 Kota Bandung

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,741a	,548	,511	5,692
a. Predictors: (Constant), Student Responsibility, Student Discipline, Student Morals in School				
b. Dependent Variable: Personality Competencies of PAI Teachers				

Source: SPSS Data Processing 26, 2024.

The table above explains the magnitude of the correlation value / relationship (R) which is 0.741 and explains the magnitude of the percentage of influence of the independent variable on the bound variable called the determination coefficient which is the result of squaring R. From the output, the determination coefficient (R² "R Square") is 0.548, which contains the understanding that the relationship of the independent variable (PAI teacher's personality competence) to the variable (student discipline, students' morals at school, and student responsibility) is 54.8%, while the remaining 46.2% is influenced by other factors outside of variable X.

SMA Negeri 3 Kota Bandung

Table 11. SMA Negeri 3 Kota Bandung

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,811a	,657	,629	5,906
a. Predictors: (Constant), Student Responsibility, Student Discipline, Student Morals in School				
b. Dependent Variable: Personality Competencies of PAI Teachers				

Source: SPSS Data Processing 26, 2024

The table above explains the magnitude of the correlation value / relationship (R) which is 0.811 and explains the percentage of the influence of the independent variable on the bound variable called the determination coefficient which is the result of squaring R. From the output, the determination coefficient (R² "R Square") is 0.657, which contains the understanding that the relationship of the independent variable (PAI teacher's personality competence) to the variable (student discipline, students' morals at school, and student responsibility) is 65.7%, while the remaining 35.3% is influenced by other factors outside of variable X.

SMA Negeri 4 Kota Bandung**Table 12. SMA Negeri 4 Kota Bandung**

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,611a	,373	,321	5,947
a. Predictors: (Constant), Student Responsibility, Student Discipline, Student Morals in School				
b. Dependent Variable: Personality Competencies of PAI Teachers				

Source: SPSS Data Processing 26, 2024

The table above explains the magnitude of the correlation value / relationship (R) which is 0.611 and explains the percentage of the influence of the independent variable on the bound variable called the determination coefficient which is the result of squaring R. From the output, the determination coefficient (R² "R Square") is obtained at 0.373, which contains the understanding that the relationship of the independent variable (PAI teacher's personality competence) to the variable (student discipline, students' morals in school, and student responsibility) is 37.3%, while the remaining 63.7% is influenced by other factors outside of variable X.

The relationship between the personality competencies of Islamic Religious Education (PAI) teachers and the discipline, morals, and responsibilities of students at SMA Negeri 1, 3, and 4 Bandung City showed significant values of 74.1%, 81.1%, and 61.1%, respectively, which indicated the important role of teachers in shaping student character. PAI teachers who are based on the values of the Qur'an and Hadith are positive examples for students to adopt discipline, good morals, and a sense of responsibility. SMA Negeri 3 shows the highest success in managing teachers' personality competencies, with teachers who are dedicated, disciplined, and able to create a conducive learning atmosphere that supports the development of students' character and academics. SMA Negeri 1 has competent educator resources but still needs to improve teaching methods and classroom management to be more innovative and participatory, while SMA Negeri 4 has good teaching quality but requires continuous training to strengthen teachers' interpersonal competence. Common challenges include weak practice of Islamic values, lack of effective classroom management, and limited teacher-student relationships that impact student motivation and engagement. Therefore, the continuous development of teachers' personality competencies and the improvement of interpersonal skills are necessary to create an effective learning environment and support the formation of students' character as a whole.

Conclusion

Based on the results of research at SMA Negeri 1, 3, and 4 Bandung City, it can be concluded that there is a positive and significant relationship between the personality competencies of Islamic Religious Education (PAI) teachers and student discipline, morals, and responsibilities. Good teacher personality competencies play an important role in improving these three aspects, although the influence varies between schools. In

SMA Negeri 3, the relationship was the strongest, reaching around 65.7%, followed by SMA Negeri 1 with 54.8%, while at SMA Negeri 4 the influence was relatively lower, namely 37.3%. In detail, the relationship between the competence of PAI teachers and student discipline in SMA Negeri 1 was 53.7%, SMA Negeri 3 was 62.6%, and SMA Negeri 4 was only 22.1%, indicating that external factors also affected student discipline. The relationship with student morals was recorded at 44.5% at SMA Negeri 1, 52.2% at SMA Negeri 3, and 13.9% at SMA Negeri 4, while for student responsibility, the influence of teacher competence was recorded at 40.9% at SMA Negeri 1, 55.8% at SMA Negeri 3, and 17% at SMA Negeri 4. These findings indicate that although the personality competencies of PAI teachers have a significant positive impact on students' attitudes and behaviors, other factors beyond the teacher's competence, such as the school's social environment and culture, also play an important role in shaping student discipline, morals, and responsibilities in the three schools.

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