



The Effectiveness of Information Technology-Based Islamic Religious Education Learning (E-Learning)

Elli Aliyah*

(SDN Bojong 4 Kabupaten Cianjur, Indonesia)

*Corresponding Author. E-mail: ellialiyah27@gmail.com

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Abstrak

Kemajuan Teknologi Informasi banyak membawa dampak positif bagi kemajuan dunia pendidikan dewasa ini, baik dalam hal perangkat keras maupun perangkat lunak. Dengan adanya perkembangan dalam pembelajaran, saat ini banyak pihak penyelenggara pendidikan mulai melirik penerapan konsep distance learning sebagai alternatif pembelajaran yang dianggap lebih efektif dan efisien. Di sisi lain pendidikan agama khususnya agama Islam yang mempunyai tujuan membentuk sikap dan kepribadian muslim yang bertqwa kepada Allah dengan pendekatan keimanan, rasional, emosional, pembiasaan, pengamalan dan keteladanan dirasa kurang efektif bagi sistem pendidikan jarak jauh (distance learning). Karena dengan pendekatan-pendekatan pembelajaran diatas dibutuhkan tatap muka secara langsung, efektif dan terus menerus. Namun demikian, pembelajaran dengan e-Learning tetap merupakan keniscayaan bagi pendidikan agama Islam dalam tataran kognitif. Penelitian ini menggunakan metode deskripsi kualitatif dimana penulis menggambarkan fonomena dan keadaan sedalam- dalamnya tentang Efektivitas Pembelajaran Pendidikan Agama Islam Berbasis teknologi Informasi (E-learning). Data diperoleh dari studi literatur yang membahas tentang pembelajaran dan teknologi. Dari hasil penelitian yang telah dilakukan dapat disimpulkan bahwa pembelajaran berbasis teknologi informasi (e-Learning) merupakan suatu keniscayaan. Dengan asumsi (e-learning) akan memudahkan bagi siswa/mahasiswa untuk bisa mengakses semua materi agama Islam yang sangat luas dari seluruh perpustakaan di dunia.

Kata Kunci: Pembelajaran, PAI, Teknologi Informasi.

Abstract

Advances in Information Technology have had many positive impacts on the progress of the world of education today, both in terms of hardware and software. With developments in learning, currently many education providers are starting to look at applying the concept of distance learning as an alternative learning that is considered more effective and efficient. On the other hand, religious education, especially Islam, which has the goal of forming the attitude and personality of Muslims who are devoted to Allah with a faith, rational, emotional, habituation, practice and exemplary approach, is deemed less effective for the distance learning system. Because with the learning approaches above, face-to-face meetings are needed directly, effectively and continuously. However, learning with e-Learning remains a necessity for Islamic religious education at the cognitive level. This study uses a qualitative description method in which the author describes the phenomena and conditions in depth about the Effectiveness of Learning Information Technology-Based Islamic Religious Education (E-learning). Data were obtained from literature studies that discussed learning and technology. From the results of the research that has been done, it can be concluded that information technology-based learning (e-Learning) is a necessity. Assuming that (e-learning) will make it easier for students to be able to access all the extensive Islamic religious material from all libraries in the world.

Keywords: Learning, PAI, Information Technology.

Introduction

Entering the global era means entering a world without borders. Likewise, the 21st century is the third millennium which is marked as the information age, where knowledge develops and spreads very quickly. According to (Supriani, 2022) that responding to conditions like this, Islamic

education must be able to answer the challenges faced so that it is able to compete and can become an alternative choice for society.

Currently, the world of education in Indonesia is facing four major complex challenges. According to Ali Idrus as quoted (Mayasari, 2021) that there are 4 (four) challenges, namely: 1) Challenges to increase added value, namely how to

increase added value in order to increase growth productivity and economic equity as an effort to maintain and increase sustainable development , 2) The challenge of carrying out a thorough assessment comprehensive and deep into changes in the structure of society from an agrarian society to an industrial society that masters technology and information, which has implications for the demands and development of human resources, 3) Challenges in increasingly strong global competition, namely how to increase the nation's competitiveness in increasing the production works that are of high quality and are able to compete as a result of mastery of science, technology and art, and 4) Emergency Colonialism science and technology and economics replaced political colonialism. Therefore Colonialism now is no longer in physical form, but in the form of information. The development of Information Technology in the form of computers and the internet, so that the Indonesian nation is very dependent on nations that have already mastered Information Technology.

Richard W in (Arifudin, 2021) mentions Information Technology is processing and data dissemination by a combination of computers and telecommunications. Meanwhile, according to Eko Ganis in (Nasser, 2021) that information technology is compiling and storing data. This technology uses a set of computers to process data, a network system to connect one computer to another as needed. Telecommunications technology is used with the aim that data can be disseminated and accessed more widely.

The role that this Information Technology application can provide is to

obtain information for personal life such as information about health, hobbies, recreation and spirituality, including for professions such as science, technology, trade, business news and professional associations (MF AK, 2021). Means of cooperation between individuals or groups with each other no longer recognize the boundaries of distance and time, country, race, economic class, ideology or other factors that can hinder the exchange of ideas.

The development of Information Technology spurred a new way of life and gave rise to the phenomenon of e-life, meaning that this life has been influenced by various needs electronically (Hanafiah, 2022). In fact, nowadays words starting with e are lively, such as e-commerce, e-government, e-education, e-library, e-journal, e-medicine, e-laboratory, e-biodiversity, and others based on electronics.

Information Technology and the Internet have penetrated into our daily lives and their development can improve performance and enable various activities to be carried out quickly, precisely and accurately, so that it is expected to increase productivity. According to (Arifudin, 2022) that the role of Information Technology is very important in our lives in the future, the Information Technology and telecommunications sector is the most dominant sector. Anyone who masters this technology, then he will become a leader in his world. Meanwhile, according to (Mawati, 2023) that the development of information technology shows various types of activities based on information technology, such as e-government, e-commerce, e-education, and others, all of

which are based on electronics. Since it was first introduced to the world community in a demonstration at the International Computer Communication Conference (ICCC) in October 1972, the internet has brought revolutionary changes to human communication life.

Throughout the 1980s, the Internet had spread to most academic institutions and research centers in the United States and to many other locations around the world. Then in 1991, the internet was used in general for various purposes, including for commercial purposes. By 1995, it was known that around 30 million people from more than one hundred countries had connected and made use of the internet access. If at first the internet was only used to facilitate research, programming, letters and information electronically among educators, academics and researchers, now the internet has become a large global communication system that is used by almost all elements of society.

Information Technology for the world of education should mean the availability of channels or facilities that can be used to broadcast educational programs (Darmawan, 2021). However, the use of IT in Indonesia has just entered the stage of studying various possibilities for the development and application of IT for education entering the millennium. The use of IT in education has become commonplace in the United States in the past decade. This is one of the main proofs that the Indonesian people are left behind by the nations of the world.

The following is examples from abroad as a result of a revolution in an education system that has successfully

utilized Information Technology to support their learning process: 1) River Oaks Elementary School in Oakville, Ontario, Canada is an example of what happens in schools. This elementary school was built with a special vision, namely that schools must be able to enable students to enter the era of instant information with full confidence. Every student in each class has the opportunity to connect with the entire school computer network. The CD-ROM is a fact of life. This school doesn't even have a printed encyclopedia. Throughout the library, references are stored on interactive video discs and CD-ROMs that are readily accessible to anyone, and in a variety of forms. So that pictures and facts could be combined before printing and photos could be combined with information, 2) Lester B. Pearson High School in Canada was another model of this computer age. This school has 300 computers for 1200 students. And this school has the lowest dropout rate in Canada, which is 4% compared to the national average of 30%, and 3) Christopher Columbus Middle School in Union City, New Jersey, showed more spectacular achievements. In the late 1980s, the school's test scores were so low and absenteeism and dropout rates so high that the state decided to take over. More than 99% of students come from families who speak English as a second language. Bell Atlantic, a telephone company in the area, helps provide computers and a network that connects students' homes to classrooms, teachers, and school administrators. Everything is connected to the internet, and teachers are trained on personal computers. Instead,

teachers hold weekend training courses for parents. Within two years, both dropout and absenteeism rates had fallen to zero. Students' standardized test scores are nearly 3 times higher than the New Jersey school average.

Information represented by computers connected to the internet as the main medium has been able to make such a large contribution to the educational process. This interactive technology provides a catalyst for a fundamental change in the teacher's role, namely from information to transformation. Which makes them able to learn faster, better, and smarter. Information Technology is the key to a better future school model (Arifudin, 2019).

Many aspects can be put forward as reasons to support the development and application of IT for education in relation to improving the quality of Indonesia's national education (Arifudin, 2020). One aspect is Indonesia's geographical condition with its many scattered islands and the contours of the earth's surface which are often unfriendly, and is usually put forward as a candidate for the development and application of IT for education. IT is very capable and championed to become the main facilitator for equalizing education across the archipelago, because IT which relies on distance learning capabilities is not separated by space, distance and time. To increase the acceleration of development in regions, especially in the field of education, the application of IT is urgent because of its recognized effectiveness.

Methodology

This study seeks to analyze and describe the effectiveness of information technology-based islamic religious education learning (e-learning). The writer uses a qualitative approach to analyze the effectiveness of information technology-based islamic religious education learning (e-learning).

The method used in this study uses a descriptive method or approach, according to Zed in (Rahayu, 2020) that qualitative descriptive research can be interpreted as a series of activities related to socially analyzing events, phenomena or conditions.

This type of research is qualitative research. According to Ibnu in (Arifudin, 2023) qualitative research is a study in which the data is expressed in verbal form and analyzed without using statistical techniques. Based on some of the definitions of qualitative research above, it can be concluded that qualitative research is a study in which the data is expressed in verbal form, does not use numbers and its analysis does not use statistical techniques.

1. Object of research

In this study the research object consisted of 2 (two), namely formal objects and material objects (Tanjung, 2023). The formal object in this study is in the form of data, namely data related to a critical review of the study of the effectiveness of information technology-based Islamic religious education learning (e-learning).

2. Data Collection Techniques

Data collection was carried out using documentation, observation and interview techniques. The data collection technique according to (VF Musyadad, 2022) suggests that it is the most strategic step

in research because the purpose main of research is to get data. There are several ways or techniques in collecting data, including observation, documentation and interviews. Sources of data used in this study include primary and secondary data. According to (Hanafiah, 2021) that primary data is data collected directly from the individuals being investigated or first-hand data. While secondary data is data in the libraries. The primary data in this study are books related to critical reviews of studies on the effectiveness of information technology-based islamic religious education learning (e-learning), and secondary data obtained from both national and international journals.

3. Data Collection Tools

In this research, the writer will use observation, documentation and interview methods as a tool for collecting data because this research is library research. In other words, according to (Ulfah, 2019) this technique is used to collect data from primary and secondary sources.

4. Data analysis technique

Data analysis was not only carried out after the data was collected, but since the data collection stage the analysis process had been carried out. According to (Supriani, 2023) that the use of a "qualitative" analysis strategy means that the analysis starts from data and leads to general conclusions. Based on this data analysis strategy, in order to form general conclusions the analysis can be carried out using an "inductive" framework.

5. Research procedure

The data in this study were recorded, selected and then classified according to the existing categories. The approach used is an analytical descriptive approach.

According to (Nurbaeti, 2022) that analytical descriptive (descriptive of analyze research), namely the search in the form of facts, the results of one's thought ideas through searching, analyzing, making interpretations and generalizing the results of the research conducted. This research procedure according to (Ulfah, 2020) is to produce descriptive data in the form of written data after conducting a thought analysis (content analysis) of a text. After the author collects materials related to the problem to be discussed in this study, then the authors analyze and interpret to draw conclusions.

Findings and Discussions

Implications in the Sector of Education (e-Education)

In Indonesia, the use of Information Technology in education has begun to grow in most academic circles, although an interesting story has emerged in the business sector. Perhaps there should be more stories about the benefits of the internet for education. According to (Mayasari, 2022) that globalization has triggered a tendency to shift in the world of education from conventional face-to-face education towards a more open education.

As an example we look at the French project "Flexible Learning". This is reminiscent of Ivan Illich's prediction of the early 70s about "Education Without Schools" (Deschooling Society) which in the extreme the teacher is no longer needed. Bishop G. in (Arifudin, 2018) predicts that future education will be flexible (flexible), open, and accessible to

anyone who needs it regardless of type, age, or previous educational experience. Mason as quoted (Tanjung, 2022) argues that future education will be determined more by information networks that enable interaction and collaboration, not school buildings. However, technology will still widen the gap between the rich and the poor.

Tony Bates in (Ulfah, 2022) states that technology can improve quality and reach if used wisely for education and training, and has a very important meaning for welfare. economy. Meanwhile, Romiszowski & Mason in (Rahman, 2021) predicts use “Computer Based Multimedia Communication” (CMC) which are synchronous and asynchronous. Based on the predictions and views of the scholars above, it can be concluded that with the inclusion of the influence of globalization, future education will be more open and two-way, diverse, multidisciplinary, and related to current and competitive work productivity.

The trend of the world of education in Indonesia in the future is 1) The development of open education with distance learning mode (Distance Learning). Ease of organizing open and distance education needs to be included as the main strategy, 2) Sharing resource shared between educational and training institutions in a network, 3) Libraries & other educational instruments (teachers, laboratories) change their function to become sources of information rather than just bookshelves, and 4) The use of interactive Information Technology devices such as Multimedia CD-ROMs in education gradually replace TV and Video.

With the development of Information Technology in the field of education, it is now possible to hold distance learning by using internet media to connect students with their lecturers, see student grades individually online, checking finances, viewing class schedules, sending assignment files given by lecturers and so on, all of that can be done (Fikriyah, 2022).

Main factor in distance learning What has been considered a problem so far is the lack of interaction between lecturers and students. However, according to (Hadiansah, 2021) that with internet media it is very possible to have interactions between lecturers and students both in the form of real time (real time) or not. In the form of real time can be done for example in a chatroom, direct interaction with real audio or real video, and online meeting. That is not real time could do with mailing list, discussion group, newsgroup, and bulletin board. In this way, the interaction between lecturers and students in class may be replaced, although not 100%.

Realizing the ideas and desires mentioned above is not an easy job, but if we look at other countries that have long developed web based distance learning, there have been many institutions or institutions that utilize this method. It is not only the skills possessed by engineers that are needed, but also various policies in the field of education that greatly influence its development. If seen from the readiness of supporting facilities, for example hardware, I don't think there is any doubt about this. There is only one thing that has always been the main concern of internet users in Indonesia, namely problems bandwidth, of course,

with this limited bandwidth reduces comfort, especially on non text based material.

Education Support System

With this system the knowledge development process does not only occur in the classroom where the teacher centrally gives lessons in one direction, but with the help of equipment.computer and student networks can be actively involved in the learning process. They can continue to communicate with each other anytime and anywhere by accessing the system that is available onlineonline. Such a system will not only add to the knowledge of all students, but will also help ease the teacher's burden in the learning process, because in this system some of the teacher's functions can be taken over in a computer program known as an agent. Besides that, according to (Ulfah, 2021) that the results of the process and results of learning can be stored in the form of a database, which can be used to repeat or review (review) the past learning process as a reference, so that a better presentation of subject matter can be produced.

The Nature and Purpose of Islamic Education

After studying Information Technology and the possibility of implementing a distance learning program (distance learning) For Islamic religious education, it is first necessary to look at what the essence of Islamic education is and what its goals are. Several opinions were expressed as follows: According to Ripley in (Sinurat, 2022) that religious

education is teaching about beliefs, worship and religious studies which require students to apply them in their lives as an effort to develop themselves. Meanwhile, according to Degrees in (Na'im, 2021) that religious education is an effort that is consciously carried out by teachers to influence students in the context of forming religious people.

According to Wahyuni Nafis in (Apiyani, 2022) that the most important teaching of religious education is to cleanse, remind, and inspire, and (reactivate) the nature of each human being so that this nature is able to influence and direct one's mindset and actions/actions.

In other words, the main purpose of teaching religious education is to awaken "insaniyah nature" and help bring back the potential for goodness that already exists within each person. Religious education is education that provides knowledge and shapes the attitudes, personality and skills of students in practicing their religious teachings which are carried out at least through subjects/lectures in all pathways, levels and types of education.

From the definitions above, the writer can conclude that Islamic religious education is an effort to instill the values of Islamic teachings in students to serve as a guide to achieving happiness in life in this world and the hereafter, through an approach of faith, practice, and habituation.

When linked to national education goals, religious education is one of the subjects that is expected to make a significant contribution to achieving national education goals. One of the main

objectives of national education as stated in the UUSPN is the formation of human beings who are pious and have noble character. This goal is a characteristic and basic character of the personality of the Indonesian nation. The direction of education in Indonesia always prioritizes aspects of personality at all levels. According to (Hasbi, 2021) that a strong personality is the main capital for every student in building their future and being able to face the big currents of globalization.

The dynamics of societal development roll on unstopably, advances in science and technology bring tremendous changes to human life, both in perspective and lifestyle. According to (Nadeak, 2020) that educational institutions are institutions that are closely related to the community, because the input from educational institutions is the community and output educational institutions are absorbed by the community, that's why education must be sensitive to the development of information and technology.

Therefore Islamic education in the future must have an output that is able to answer the challenges of the times and meet the needs of society. This means that an Islamic educational institution must not be separated from the reach or needs of the community around him, in this case what is meant by the needs of the community are not only focused on economic needs, but what is most important is the need for moral values that grow in a society where people feel safe and comfortable in implementing activity. Because live in an environment full of affection, mutual respect, and compassion and care for one another, such a situation

will be realized when institution education committed to strive for the output to have character, moral noble

To achieve effective results, religious education must be carried out with the following approaches:

1. Faith approach : This matter interpreted that the faith approach must really be instilled in students considering that Islamic religious subject matter touches more on metaphysical or non-empirical issues. So to believe the truth of what is taught requires faith in Allah and Apostle-His as a source of Islamic teachings.
2. Rational Approach : This means that a teacher must be able to convey Islamic teachings rationally, so that what believed about the truth of Islamic teachings can accepted by common sense.
3. Emotional Approach : In this case educators or teachers must be able to motivate students to want to carry out the teachings of Islam at home or at school environment wherever he is as a guide to daily life. Because the essence of the success of religious education, in this case, is that Islam is not only understood, but the most important thing is to practice it.
4. Habituation Approach : In order to practice Islamic teachings properly, it requires habituation or continuous (continuous) training. Because just understanding Islamic religious doctrines cannot guarantee that a student will carry out his religious teachings without proper habituation done daily. Because it's only

natural messenger of God ordered that children should be taught to pray from the age of seven and even need to be beaten if they don't want to pray when they are 10 years old, provided that the hitting does not cause the child to suffer physical injury. This gives a signal to parents, educators, so that children are accustomed to practicing Islamic law from a young age.

5. Practice Approach: This is interpreted that Islamic religious education must be practiced and not just understood, which in essence Islamic religious education cannot be called successful if it has not been practiced by students. Therefore, in the process of Islamic religious education, a teacher must practice examples of how to carry out the right worship, such as the method ablution, how to perform prayers, rituals of pilgrimage, read the Qur'an fluently and correctly, and all religious practices both mahdhoh, sunnah, and other social worship.
6. Approach exemplary : This means that anything that is taught to children/students without the example of both parents and teachers is impossible, because of the nature of children who always imitate what they see. Because of that messenger of God in guiding his people always set an example with "uswah hasanah".

Conclusion

Based on the discussion that is viewed from the cognitive aspect or at the level of understanding of the material

according to the writer's opinion, information technology-based learning (e-Learning) is a necessity. Assuming (e-learning) will make it easier for students to be able to access all the extensive Islamic religious material from all libraries in the world. However, when viewed at the affective level from the aspect of the purpose of religious education, namely to form Muslim people who fear Allah and moral noble, then the learning model (distance learning) felt less effective with the argument that Islamic religious education requires the approaches described above, thus requiring face-to-face meetings in an effective, continuous and continuous manner.

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Profil Penulis

Elli Aliyah. Penulis merupakan guru PAI pada SDN Bojong 4 Kabupaten Cianjur Provinsi Jawa Barat.