



## Contribution of Islamic Religious Education Teachers in the Process of Implementing the Independent Learning Curriculum

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### Abstrak

Penelitian ini dilatar belakangi oleh pentingnya kontribusi guru Pendidikan Agama Islam dalam Penerapan kurikulum merdeka belajar. Tujuan penelitian untuk mengeksplorasi kontribusi guru Pendidikan Agama Islam dalam penerapan Kurikulum Merdeka Belajar di Madrasah Aliyah Negeri 1 Tanjungkarang, Bandar Lampung. Metode studi lapangan digunakan dengan teknik observasi, wawancara, dan dokumentasi. Subjek penelitian terdiri dari Kepala Sekolah dan dua guru Pendidikan Agama Islam. Hasil menunjukkan bahwa guru mempunyai peran penting dalam membentuk karakter siswa, mempromosikan toleransi, dan mengintegrasikan nilai-nilai Islam. Meskipun dihadapi tantangan seperti keterbatasan sumber daya dan resistensi terhadap perubahan, dengan dukungan yang tepat, mereka dapat berperan signifikan dalam mewujudkan visi Kurikulum Merdeka Belajar. Kesimpulan menekankan pentingnya peran mereka dalam pendidikan yang berorientasi pada nilai-nilai Islam. Rekomendasi termasuk pemahaman yang baik terhadap prinsip kurikulum dan pendekatan pembelajaran inovatif, serta pelatihan yang sesuai bagi guru dan dukungan yang memadai dari kepala sekolah.

**Kata Kunci:** *Kontribusi, Pendidikan Agama Islam, Kurikulum Merdeka Belajar*

### Abstract

This research is motivated by the importance of the contribution of Islamic Religious Education teachers in implementing the independent learning curriculum. The aim of the research is to explore the contribution of Islamic Religious Education teachers in implementing the Independent Learning Curriculum at Madrasah Aliyah Negeri 1 Tanjungkarang, Bandar Lampung. The field study method was used with observation, interviews and documentation techniques. The research subjects consisted of the principal and two Islamic Religious Education teachers. The results show that teachers have an important role in shaping student character, promoting tolerance, and integrating Islamic values. Despite facing challenges such as limited resources and resistance to change, with the right support, they can play a significant role in realizing the vision of the Independent Learning Curriculum. The conclusion emphasizes the importance of their role in education oriented to Islamic values. Recommendations include a good understanding of curriculum principles and innovative learning approaches, as well as appropriate training for teachers and adequate support from school principals.

**Keywords :** *Contribution, Islamic Religious Education, Free Learning Curriculum*

### Introduction

Education is an important pillar in forming a young generation that is qualified and able to face changing times. In facing the era of globalization and continuously developing technology, education must be able to adapt to the dynamics of these developments. Indonesia as a country with a majority Muslim population has unique challenges in integrating religious values into the education curriculum (Romlah & Rusdi, 2023) . One effort to overcome this challenge is to implement the Independent Learning Curriculum. In this case, Islamic Religious Education teachers have a very important role in bridging religious teachings and the development of an adaptive modern curriculum.

The Independent Learning Curriculum is a new paradigm in the Indonesian education system which aims to give students more freedom in choosing a learning path that suits their individual interests, potential and needs. This paradigm encourages a more inclusive, interactive and responsive approach to global developments. In the midst of the challenges of globalization and technology, education is expected to produce graduates who have academic competence and strong character (Hayat et al., 2023) .

Islamic Religious Education Teachers have a central role in implementing the Independent Learning Curriculum. Islamic Religious Education Teachers have the task of not only teaching religious teachings theoretically, but also applying them in everyday life. In the Independent Learning Curriculum, teachers can help students understand how Islamic religious values can be applied in various aspects of life, starting from social interactions, work ethics, to the environment (Alfian & Ilma, 2023) .

The Merdeka Belajar curriculum does not only focus on academic aspects, but also prioritizes the formation of good character. Islamic Religious Education Teachers play a role in developing character and ethics based on religious values, such as honesty, empathy

and exemplary behavior in daily behavior. In an increasingly complex world, students are often faced with moral and ethical challenges that require religious guidance (Didik, 2023) . Islamic Religious Education Teachers can provide comprehensive direction and explanations regarding how to answer this challenge on a religious basis. Education in the era of globalization faces demands to integrate religious values with global knowledge and development. Islamic Religious Education Teachers can play an important role in helping students understand how Islamic religious values combine with science and contemporary developments.

The implementation of the Independent Learning Curriculum in Islamic Religious Education subjects also faces challenges. Training and development is needed to teach teachers how to integrate religious values with more interactive, inclusive and technological learning methods. Measuring progress in aspects of character can also be complex. However, behind these challenges, there is a great opportunity to produce graduates who have a strong understanding of religion, good Islamic character, and the ability to adapt globally. Islamic Religious Education Teachers can be agents of change who encourage the creation of more holistic and adaptive education.

The implementation of the Independent Learning Curriculum brings a new paradigm in education that demands an active and creative role from Islamic Religious Education teachers. By combining religious teachings, character and the needs of the times, this teacher plays a role in forming a young generation that is qualified and ready to face the challenges of the modern world. Support from the school principal and education department is very important in providing resources and an environment that supports teachers in carrying out their duties well. Through close collaboration, the application of the Independent Learning

Curriculum in Islamic Religious Education subjects can be a real contribution in producing graduates who have noble character and are competent in the field of religion and the global world (Jannati et al., 2023).

Research on the Contribution of Islamic Religious Education Teachers in the Process of Implementing the Free Learning Curriculum has been carried out by many previous researchers, including according to (Aini, 2018) stating that the Implementation of Free Learning in PAI learning in basic education has succeeded in achieving the desired target results. Although there is room for improvement, especially in terms of the use of technology, it has been seen that this approach has had a positive impact on the quality of learning, the creation of conducive learning situations, and an increased focus on students as learning subjects. Supported by research results (Anggun et al., 2024) stated that PAI teacher strategies based on the Independent Curriculum at UPT SMPN 1 Sanankulon Blitar were successfully implemented by PAI teachers at the school, including student-centred learning and active learning methods with group discussion strategies, assignments, projects, and use of technology. Then, according to (Masturoh & Mahmudi, 2023) it shows that the implementation of the independent learning curriculum in Islamic Religious Education Learning contributes to the development of students' critical thinking skills.

Based on the background of the problem and several previous studies regarding the Contribution of Islamic Religious Education Teachers in the Process of Implementing the Independent Learning Curriculum, the author is interested in studying "The Contribution of Islamic Religious Education Teachers in the Process of Implementing the Independent Learning Curriculum". The aim of this research is to explain the contribution of Islamic Religious

Education Teachers in the Process of Implementing the Independent Learning Curriculum and explain the supporting and inhibiting factors for the Contribution of Islamic Religious Education Teachers in the Process of Implementing the Independent Learning Curriculum.

### **Method**

This research is qualitative research with a field study approach. Field research is a type of research that is carried out thoroughly and in depth on certain symptoms, organizations or institutions (Sugiyono, 2016). The location of this research is Madrasah Aliyah Negeri 1 Tanjungkarang which has its address on Jalan Letkol H. Endro Suratmin, Harapan Jaya Village, Sukarame District, Bandar Lampung City. The subjects in this research were the principal and 2 Islamic Religious Education Teachers who implemented an independent curriculum. The object of this research is the Contribution of Islamic Religious Education Teachers in the Process of Implementing the Independent Learning Curriculum as well as supporting factors and inhibiting factors in the Contribution of Islamic Religious Education Teachers in the Process of Implementing the Independent Learning Curriculum. The informants in this research were the main informants, namely two Islamic Religious Education teachers, supporting informants, namely the school principal, as well as documents, in the form of archives, photos and notes regarding the data needed in the research.

Data collection techniques in this research include observation, interviews *and* documentation when collecting data in the field. The data collection instrument used was a list of interview questions asked to Islamic Religious Education teachers and school principals. The data processing techniques used are editing, clarification, interpretation. Meanwhile, data analysis techniques include

data reduction, data presentation, and drawing conclusions (Sugiyono, 2016) .

## Results and Discussion

### General Description of Research Locations

#### a. School History

Madrasah Aliyah Negeri 1 Tanjungkarang was founded on July 1 1979. This Madrasah is the transfer function of the Tanjungkarang State Islamic Religious Sciences Institute (SPAIN) Preparatory School. This madrasa, which was previously attached to the IAIN Lampung campus in Kaliawi, was also the first MAN in Lampung Province. The name of this madrasah is Madrasah Aliyah Negeri Tanjungkarang. The change in the name MAN 1 Bandar Lampung by the public is an adjustment to the change in the name of the capital of Lampung province.

Along with the process of city development and conditions that were still difficult to carry out development at that time, Mr. Yasir Hadibroto as Governor of KDH Lampung at that time through Ka. Regional Office of the Ministry of Religion, Mr. Prof. Drs. H. Masdar Helmi, donated 2 Ha of land in Sukarame to be used as a construction site for MAN 1 Bandarlampung. At that time, the Mayor of Bandar Lampung also provided 0.6 Ha of land, bringing the total area of this madrasa to 2.6 Ha (26,000 m<sup>2</sup>). The first construction at this new location began in 1981, and only 3 local buildings were allocated for class 3 students transferring from the Kaliawi campus. Since then, development has continued gradually until now.

To answer the challenges of the times and meet society's need for the presence of intellectual scholars, in 1990, based on the idea of Mr. Prof. H. Munawir Sadzali MA as Minister of Religion at that time, MAN 1 Bandarlampung was designated as one of 27 Madrasah Aliyah in Indonesia to organize programs to improve Religious Knowledge. This program is hereinafter called Madrasah

Aliyah Special Program (MAPK). The existence of MAPK is a program that is equivalent to other programs at MAN 1 Bandarlampung. The curriculum used is 70% religious science and 30% general science, with Arabic and English as the language of instruction.

With a total of 40 male students who are boarded and subsidized by the Ministry of Religion, the MAPK program is a superior program. This advantage is mainly in the students' ability to communicate using Arabic and English, as well as the ability of MAPK students to penetrate various favorite universities abroad, namely Egypt, Saudi Arabia and Malaysia. Thanks to its increasingly obvious advantages, the MAPK program received support from Mr. Governor Pudjono Pranjoto, through Mr. Ka. Lampung Regional Office of the Ministry of Religion, Drs. H. Syamsuddin Thaher, namely providing assistance with infrastructure facilities in the form of roads, tutors' mess, and operational funds.

In line with the 1992 government policy regarding the transfer of PGAN's function to MAN, MAN Tanjungkarang changed to MAN 1 Tanjungkarang, and automatically the orientation of madrasah quality development was not only in the Religious Studies program, but also in the Science and Social Sciences programs. This policy puts madrasas in the same position as high schools, therefore the challenges for madrasas are relatively difficult. To respond to competition with SMU but still maintain its Islamic characteristics, in 1996 MAN 1 Tanjungkarang established an Intensive class program whose financing was assisted by the students' parents, where this program was oriented towards the excellence of Mathematics and Natural Sciences.

This program has been quite successful in raising madrasah achievements, especially in various general studies competitions. Apart from that, there are quite a lot of alumni who have successfully continued their education at various favorite PTNs in Indonesia. Thanks to these various successes, and supported by

its human resources, in 1998 MAN 1 Tanjungkarang was trusted to become a Model MAN, namely a pilot MAN funded by ADB through the Development Madrasah Aliyah Project (DMAP) with a Decree from the Director General of Islamic Education.

Department of Religion Number: IV/PP.006/KEP/17A/98 dated 28 February 1998. To support this program, the MAN Model is equipped with several facilities, including the Joint Learning Resource Center (PSBB) and the Madrasah Development Center (PPM). Following up on increasingly rapid global developments and increasingly greater challenges for future Islamic generations as well as the community's desire to have quality madrasahs, recognized at regional, national and even international levels, MAN 1 Bandar Lampung is expected to be able to realize responsive and responsive student output. able to overcome various challenges in global competition. One of the efforts that is thought to be able to realize this is by projecting ourselves into changing the vision and mission that will be developed towards a superior national madrasah.

To move towards the vision and mission, there needs to be support, especially from the government, including the Ministry of Religion, the Regional Government and the community who care about madrasahs in the program to accelerate the achievement of the 8 educational standards set by BNSP and improve towards achieving excellence in both the field of religious knowledge and the general field.

## **b. School Vision, Mission and Goals**

### **1) School Vision**

Madrasah is a center for superior Islamic-based education and culture with a global perspective.

### **2) School Mission**

The mission of MAN 1 Bandar Lampung is as follows:

- a) Organizing education that develops students' intellectual, spiritual, emotional and social intelligence optimally and in balance.
- b) Organizing education that develops global insight.
- c) Organizing education that fosters scientific culture creatively and innovatively according to students' potential interests and talents.
- d) Organizing education that fosters cultivation of the values of Islamic teachings.

## **c. Image of Teachers at School**

Teachers in schools are without a doubt, one of the key elements in the education system. They not only become carriers of knowledge and information to students, but also become mentors, motivators, and in many cases, even become figures and role models for students' lives outside the academic environment. In society, teachers are often considered agents of change who shape future generations, because they have a very important role in shaping students' character, attitudes and knowledge (Karnia et al., 2023) .

Then, a teacher at school is an educator who is committed to delivering learning material in a way that motivates and stimulates students' interest in learning. They not only understand the subject they teach, but also have the ability to package the material in a form that is easily understood by a variety of student learning styles. An effective teacher will use a variety of teaching methods, from lectures, group discussions, to project-based learning, to ensure that all students can reach their full potential (Ubaidillah, 2024) .

Apart from that, a teacher at school also acts as a guide who cares about students' holistic development. They care not only

about students' academic performance, but also about their emotional, social, and mental well-being. Good teachers will spend time listening to and understanding their students' individual needs and concerns, as well as providing the necessary support and guidance to help them grow and develop personally and academically (Anggun et al., 2024) .

Furthermore, teachers at school also act as models and role models for desired behavior. They are living examples of the values such as integrity, hard work, honesty, and cooperation, that they expect from their students. Therefore, it is important for a teacher to not only teach these values in words, but also demonstrate them in their daily actions, both inside and outside the classroom.

A teacher at school also often acts as a liaison between students, parents and the school. They are an important source of information for parents about their children's academic and behavioral development, as well as being mediators in resolving conflicts or problems that may arise between them. Effective teachers will build strong and positive relationships with students' parents, so they can work together to support their children's educational success (Arviansyah & Shagena, 2022) .

Not only that, a teacher at school also has an important role in developing the curriculum and extracurricular activities. They work collaboratively with their peers to design and implement learning plans that are relevant, engaging, and meet established educational standards. In addition, they also often serve as mentors or supervisors in activities outside class hours, such as clubs, sports teams, or art projects, which aim to develop students' interests and talents outside the classroom.

However, being a teacher at school also presents a number of challenges. High workloads, pressure to achieve expected results, and challenges in managing classes with diverse student needs and learning

styles, are all things that a teacher must face every day. In addition, lack of resources, inadequate support from the school or government, as well as administrative and bureaucratic problems can also become obstacles in a teacher's efforts to provide quality education to their students.

In facing these challenges, it is important for a school teacher to have high enthusiasm, dedication and perseverance. They must be prepared to continue learning and developing, both in terms of academic knowledge and pedagogical skills, in order to continue to be effective agents of change in education. Apart from that, strong support from colleagues, school leaders, as well as the parent community and society is also very important to help teachers overcome challenges and carry out their duties well (Masturoh & Mahmudi, 2023) .

Overall, the image of a teacher at school is a figure who has a very important role in shaping the future of future generations. They are educators, mentors, and role models who are committed to providing a meaningful, quality education to each of their students, so as to help them reach their full potential and become positive contributing members of society.

#### **d. Facilities and infrastructure**

The contribution of Islamic Religious Education Teachers in Implementing the Independent Learning Curriculum is very important in shaping students' character, morals and spirituality as well as promoting tolerance and diversity in education. The following are various aspects of the contribution of Islamic Religious Education teachers in the Independent Learning Curriculum, including (Hanipudin, 2020) :

##### **1. Formation of Islamic Character**

Islamic Religious Education Teachers have a central role in shaping students' character in accordance with Islamic teachings. They teach Islamic values such as honesty, patience, justice and compassion

through various relevant and applicable learning methods. Through this learning, students are invited to understand and internalize moral and ethical principles in everyday life.

## **2. Spiritual Formation**

Islamic Religious Education Teachers are also responsible for developing students' spiritual dimensions. They provide a deep understanding of the teachings of the Islamic religion, including worship, morals, and personal relationship with Allah SWT. Teachers provide guidance and encouragement to students to deepen their understanding of the faith and carry out worship in accordance with Islamic teachings.

## **3. Development of Tolerance and Caring**

In a multicultural society, Islamic Religious Education teachers play an important role in promoting tolerance and respect for diversity. They teach students to respect differences in religion, culture and views and understand the importance of cooperation between religious communities in building a harmonious society. Teachers also encourage students to care about others and become agents of positive change in society.

## **4. Integration of Islamic Values in Cross-Subject Learning**

Islamic Religious Education Teachers play a role in integrating Islamic values in learning across subjects. They work together with other subject teachers to align the curriculum to include aspects of Islamic values and ethics. For example, in history lessons, Islamic Religious Education teachers can help students understand historical events from an Islamic perspective, while in art lessons, they can teach aesthetic values that are in accordance with Islamic teachings.

## **5. Build Critical and Analytical Thinking Skills**

Islamic Religious Education Teachers are also responsible for helping students develop

critical and analytical thinking skills in Islam. They teach students to analyze information, consider different perspectives, and make informed decisions based on religious and moral values. This allows students to develop a deeper understanding of Islamic principles and apply them in everyday life.

## **6. Student Engagement Based Learning**

Islamic Religious Education Teachers apply a student-centered learning approach in order to encourage students' active involvement in the learning process. They use a variety of interactive and inclusive learning strategies, such as group discussions, role plays, and problem-based projects, which enable students to actively participate and develop a deep understanding of Islamic teachings.

## **7. Supporting the Development of Religious Literacy and Diversity**

Islamic Religious Education Teachers also play a role in supporting the development of religious literacy and diversity. They teach students to understand Islamic sacred texts, such as the Koran and Hadith, and understand the values contained in them. In addition, they also help students to understand and appreciate the diversity of religious traditions in society.

## **8. Instilling Leadership and Entrepreneurship Values**

Islamic Religious Education Teachers can also help students to develop leadership and entrepreneurial values that are in accordance with Islamic teachings. They teach students to be leaders who are fair, responsible, and have a clear vision in realizing shared prosperity. Apart from that, they also encourage students to develop an entrepreneurial attitude in carrying out social and economic activities that are beneficial to society.

## **9. Encouraging Environmental Awareness**

Islamic Religious Education Teachers also have a role in encouraging environmental awareness among students. They teach the

values of nature conservation and preserving the environment as part of Islamic teachings. Teachers also guide students in developing a caring attitude towards nature and being responsible for preserving it for future generations.

#### **10. Collaboration with Related Stakeholders**

Islamic Religious Education Teachers work together with various related parties, including parents, religious communities, and government institutions, to support the implementation of the Independent Learning Curriculum. They hold meetings with parents to discuss students' spiritual and moral development, and collaborate with religious communities in organizing social and religious activities that benefit students.

Then, there are supporting and inhibiting factors for the contribution of Islamic religious education teachers in implementing the Independent Learning Curriculum.

##### **a) Supporting factors**

Supporting factors for the contribution of Islamic religious education teachers in the independent learning curriculum are as follows (Anggun et al., 2024) :

##### **1) Availability of Quality Learning Resources**

One of the main supporting factors in implementing the Independent Learning Curriculum is the availability of quality learning resources. Teachers need access to teaching materials that are relevant and in accordance with the curriculum they apply. With appropriate textbooks, online materials, interactive learning tools, and other resources, teachers can plan and implement learning more effectively.

##### **2) Professional Training and Development**

Quality and relevant training is an important foundation for teachers in implementing the Independent Learning Curriculum. Through this training, teachers can gain a deep understanding of the concepts and principles of the new curriculum, as well as appropriate learning strategies and methods. Continuous professional development programs are also important to update teachers' knowledge and skills as education develops.

##### **3) Administrative Support**

Support from the school and education administration is very important in facilitating the implementation of the Independent Learning Curriculum. This includes adequate time allocation, flexible schedule arrangements, as well as support in terms of administration and class management. With this support, teachers can focus on planning and implementing learning without being hampered by administrative problems.

##### **4) Stakeholder Involvement**

Involving parents, students and the community in the learning process is an important factor in supporting the implementation of the Independent Learning Curriculum. This support and active participation from various parties creates a learning environment that is inclusive and oriented to student needs. Through collaboration with stakeholders, teachers can obtain input and support that strengthens their learning practices.

##### **5) Curriculum Flexibility**

One of the advantages of the Independent Learning Curriculum is its flexibility which allows teachers to adapt the curriculum to students' needs and interests, as well as their local context. With this flexibility, teachers can develop diverse and innovative learning approaches according to student characteristics and the learning challenges they face.

##### **b) Obstacle factor**



Factors inhibiting the contribution of Islamic religious education teachers in the independent learning curriculum are as follows (Ramadan & Imam Tabroni, 2020) :

**1) Resource Limitations**

One of the main obstacles in implementing the Independent Learning Curriculum is limited resources. Lack of access to textbooks, technological devices, laboratory facilities, and other learning resources can hinder teachers from presenting varied and interesting learning to students.

**2) Resistance to Change**

Resistance to change is a challenge that teachers often face when implementing the Independent Learning Curriculum. Some teachers may feel uncomfortable with the new learning approaches proposed by this curriculum, especially if they are used to conventional methods that have been used previously.

**3) Excessive Workload**

Excessive workload can hinder a teacher's ability to implement the Independent Learning Curriculum well. Teachers are often faced with time-consuming administrative tasks, as well as large numbers of students in a class, all of which impact the time and energy they can allocate to planning and implementing lessons.

**4) Lack of Sufficient Training**

Lack of adequate training on the Merdeka Belajar Curriculum can also be an obstacle to effective implementation. Without sufficient understanding of the concepts, principles, and learning strategies suggested by the curriculum, teachers may feel less confident in implementing them in classroom practice.

**5) Social and Economic Conditions of Students**

Factors outside the teacher's control, such as students' social and economic conditions, can also influence the

effectiveness of curriculum implementation. For example, difficulties in internet access for students who cannot afford it can be an obstacle in using online learning resources needed to support the Independent Learning Curriculum.

**Conclusion**

Based on the results and discussion regarding the Contribution of Islamic Religious Education Teachers in the Process of Implementing the Independent Learning Curriculum which has been presented by the author above, the author can draw the following conclusions:

- a) MAN 1 Tanjungkarang was founded on July 1 1979 as a transfer function from SPAIN Tanjungkarang. With MAPK's flagship program since 1990, a focus on Arabic and English, as well as the expansion of science and social studies programs in 1992, this madrasah continues to grow. In 1998, it became the MAN Model with support from the DMAP project from ADB. Its vision is to become a leading Islamic educational institution nationally, supported by the government, the Ministry of Religion, regional governments and communities who care about education .
- b) MAN 1 Bandar Lampung has a vision as a center for superior Islamic education with a global perspective. The school's mission is to provide optimal and balanced education to develop students' intelligence, develop global insight, encourage creativity and innovation according to students' potential, and build acculturation of the values of Islamic teachings.
- c) Teachers in schools are the main pillars in education. They not only teach knowledge, but also become mentors, motivators, and role models for students outside the classroom. As educators, they motivate

students with diverse teaching methods. As mentors, they pay attention to students' overall development. In addition, teachers facilitate relationships between students, parents, and schools, and are involved in curriculum development and extracurricular activities. Despite facing challenges such as high workloads, teachers remain passionate about providing quality education. Overall, the role of teachers is crucial in shaping the future of future generations.

- d) Implementing the independent learning curriculum, the contribution of Islamic Religious Education teachers is very important in shaping students' character, morals and spirituality as well as promoting tolerance and diversity in education. This teacher not only teaches Islamic values, but also fosters students' spiritual dimensions, integrates Islamic values in cross-subject learning, and develops critical thinking skills. However, challenges such as limited resources and resistance to change can hinder implementation. With support from various parties and flexibility in the curriculum, Islamic Religious Education teachers can play a significant role in realizing the vision of the Independent Learning Curriculum.

Based on the results and discussion and conclusions regarding the Contribution of Islamic Religious Education Teachers in the Process of Implementing the Independent Learning Curriculum which has been presented by the author above, the author's recommendations are as follows:

- a) For teachers, teachers need to understand well the principles of the Independent Learning Curriculum, namely providing flexibility in learning methods and materials. Apply innovative and engaging approaches to teaching, such as project-based learning, open discussions, and the use of technology.
- b) School principals should ensure that Islamic Religious Education teachers receive training in accordance with the principles of the Independent Learning

Curriculum. Provide support in the development of innovative and technology-based learning methods.

- c) The education department should ensure that sufficient resources are available, whether in the form of textbooks, teaching materials, technological devices, or training for Islamic Religious Education teachers.

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#### Author Profile

Widia Ningsih is a writer who was born in Kalipapan on February 17 1993. She is Muslim and has Indonesian citizenship. Widia completed her education at Dharma Wanita Kindergarten in 1999, SD 01 Kalipapan in 2005, SMPN 03 Kalipapan in 2008, and MAN 1 Bandar Lampung in 2011. She continued her higher education at IAIN Raden Intan Lampung and earned a Bachelor's degree in 2015 Widia also continued her postgraduate studies at UIN Raden Intan Lampung, but the year of completion was not stated in the information provided.

Apart from education, Widia also has work experience which includes positions as honorary staff at Haura Ayna Kindergarten in 2012 and Ismaria Al-Qur'aniyah Private Mts in 2014. Currently, she works as a permanent teacher at the Darul Khair Kindergarten Foundation.