

Implementation of Discovery Learning Models to Improve Student Mastery of Zakat Management Materials In Fiqih Study

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ABSTRACT. Quality education will emerge from schools that have good quality, therefore improving the quality and good learning outcomes. This study discusses the implementation of the Discovery Learning Learning Model to improve Student Mastery in Zakat Management Materials in the Fiqih Study Field in Class VIII Mtsn 6 Pasuruan. The formulation of the problem is how to plan discovery learning models, how to implement discovery learning to improve students' mastery of zakat management materials in the field of Fiqih studies, what are the supporting and inhibiting factors for implementing discovery learning to improve student mastery of zakat management materials in the field of Fiqih studies, in research This includes descriptive research using a qualitative approach. While the data collection techniques in this study used the techniques of observation, interviews, and documentation. While the data analysis technique used is descriptive qualitative. Research result. Discovery learning-based Fiqih learning planning at MTSN 6 Pasuruan was realized in the form of a syllabus along with the development of lesson plans. The lesson plan is designed as a teacher's guide for teaching, what is unique is that in addition to containing competency indicators to be achieved, the lesson plan developed by the teacher is also loaded in full and in detail according to the scenario of the stages of the discovery model. Implementation of Fiqih learning based on discovery learning at MTSN 6 Pasuruan was carried out in accordance with the stages of implementation of the discovery learning model (Stimulation, problem statement, data collection, data processing, generalization). What is different from the discovery model, in general, is the way and innovation teachers in delivering, always updated according to technological developments and collaborating with existing media. This makes students able to complete their discoveries very well. Supporting and Inhibiting Factors Fiqih learning is based on discovery learning using repeating the core material into the subject matter, Providing several questions that are relevant to the material presented.

Keywords: *Discovery Learning, Fiqih*

INTRODUCTION

Quality education will emerge from schools that have good quality. Therefore, to improve quality and good learning outcomes, schools are the central point for advanced and quality education (Alwi & Mumtahana, 2023; B et al., 2023). Thus, efforts to improve the quality of education in schools are things that must be pursued tirelessly, whenever, wherever and under any circumstances. Schools as an integral part of society need to be developed as centers for cultivating and empowering lifelong learners, who are able to set an example, building will, and developing students' creativity in a democratic learning process. Thus, gradually the school will become a community that has a culture cored by recognition and respect for rights and obligations as well as harmony in living an orderly, just and civilized society. (Wati Ovia: 2016), Discovery Learning is a teaching method that occurs, students are not presented with lessons in their final form, but are expected to organize themselves. Where the problems that arise are engineered by the teacher, so that students can analyze (Nurkhasanah et al., 2023).

And having experience and conducting experiments that allow them to discover principles for themselves (Yul Iskandar: 2004) Discovery Learning is an appropriate alternative because this learning model is oriented towards students' ability to express as many ideas as possible in solving a problem. Students at MTSN 6 Pasuruan are less active and tend to be passive. Zakat in language (lughat), means: growing, developing and blessing or can also mean cleaning or purifying. A person who pays zakat because of his faith will undoubtedly get a lot of goodness. Allah SWT said: "Collect zakat from some of their wealth with that zakat you clean and purify them".

Meanwhile, according to shari'ah terminology (term syara') zakat means an obligation on property or an obligation on a certain amount of property for a certain group at a certain time. Zakat also means donations that have been determined by type, amount and time of a wealth or property that must be submitted and its utilization is also determined, namely from Muslims for Muslims. Or Zakat is the name of a number of certain assets that have reached certain conditions obligated by Allah SWT to be issued and given to those who are entitled to receive it with certain conditions as well. Zakat is a worship of maaliyah ijtima'iyah which has a very important, strategic and decisive position both in terms of Islamic teachings and in terms of developing the welfare of the ummah. As a basic worship, zakat is one of the pillars (third pillars) of the five pillars of Islam, as in the hadith of the Prophet, so that its existence is considered ma'lum minad-diin bidh-dharurah or is known automatically and is an absolute part of one's Islam. . In the Qur'an there are twenty-seven verses that align the obligation of prayer with zakat. There are various verses that praise people who really do it, and on the other hand provide threats to people who deliberately leave it. Because of that the caliph Abu Bakr Ash-Shiddiq determined to fight those who pray but do not pay zakat. The firmness of this attitude shows that the act of leaving zakat is an act of disobedience and if this is allowed it will lead to various socio-economic problems and harm in people's lives, so that a zakat management institution is needed which is known as Baitul Mal wa Tamwil. With the explanation above, the researcher wants to find out how students mastery of zakat material using the Discovery learning learning model, therefore the research takes the title Thesis, Implementation of the Discovery Learning Learning Model to Improve Student Mastery in Zakat Management Materials in the Field of Fiqh Studies in Class VIII MTsn 6 Pasuruan.

METHOD

Qualitative research is research that is descriptive in nature and tends to use analysis with an inductive approach. Process and meaning (subject perspective) are highlighted in qualitative research. The theoretical basis is used as a guide so that the research focus is in accordance with the facts in the field. In addition, the theoretical basis is also useful to provide an overview of the background and as material for discussion of research results. (Rulan Ahmadi: 2016). The type of research that researchers use is qualitative research using a descriptive research approach. This means data or facts as well as some correct opinions by studying some of the problems that occur in the field. Those related to the problem under study are activities, attitudes, views, ongoing processes and the influences that lie behind a phenomenon. (Boedi Abdullah: 2019)

The research setting is the place where the researcher conducts the research, namely at MTSN 6 Pasuruan, located in the Pohjentrek district of Pasuruan. The subjects of the study were in grade 8 and the reason the researchers chose MTSN 6 Pasuruan. Data collection techniques in this study used observation techniques, interviews and documentation. Data analysis techniques used the stages of data collection, data reduction, data presentation and further verification/conclusion in testing the validity of the data researchers used several checking steps consisting of (1) credibility which is intended to prove the data to be collected is actually what happened, (2) dependability, intended to see whether there are results from research that refer to

the level of consistency of research in collecting data. (3) Confirmability is intended to prove that there are results of proving the truth through data that has been collected listed in the report.

RESULT AND DISCUSSION

Planning a Discovery Learning Learning Model at MTSN 6 Pasuruan

In a lesson, lesson planning is an important component so that the learning process can run effectively, efficiently and optimally. (Suryobroto: 1997) In planning, of course, there are many components that must be prepared before the implementation of the learning process takes place. To get information from this planning process, the researcher asked about the preparation of a teacher in carrying out lesson planning. Then the researcher conducted an interview with Mrs. Khusnul as the Fiqh teacher who teaches the Fiqh subject. From the results of the interview with Mrs. Khusnul, she said: "Before carrying out the lesson, of course, I prepare the learning components in advance, starting from developing the syllabus, compiling the RPP, then the compatibility between the syllabus and the RPP, and this is usually held at the beginning of the year. Then in preparing the lesson plans I prepared various learning models including the Discovery Learning learning model."

From these data, it is explained that before learning in class takes place, Mrs. Khusnul prepares all the components that will be used in learning, both in developing syllabuses that are adapted to lesson plans and lesson plans which will later lead to the use of discovery learning models.

Learning planning Discovery Learning Model to increase student mastery of zakat management material in the field of Fiqh class VIII at MTSN 6 Pasuruan

The Lesson Implementation Plan (RPP) is the teacher's handbook in the classroom, the lesson plan is made by the teacher to assist him in teaching which is of course the result of syllabus development. As for the RPP, one of the Fiqh teachers at MTSN 6 Pasuruan has developed a discovery learning model which the author includes in attachment 2. As a support for the data above, the researcher conducted an interview with Mr. Amin as Deputy Head of MTSN 6 Pasuruan Curriculum, he explained:

"Planning for the preparation of the syllabus or syllabus development is carried out at the beginning of a new teaching, with reference to the previous syllabus, we urge teachers to choose which ones can be continued and implemented and which cannot be continued. From this evaluation, it can be used for subsequent learning so that learning will take place well and as expected."

From the results of these interviews it can be concluded that in carrying out learning for the next year, each teacher will have an annual program or what is often called prota. So that the syllabus and lesson plans are also planned at the beginning of the year. This was also said by Mr. Amin, as Deputy Head of curriculum, "Regarding the learning model used it must be stated in the syllabus and that is usually made at the beginning of a new teaching"

From several interviews that have been conducted, the researcher concludes that the application of learning with the discovery learning model has been contained in learning activities whose steps are integrated in a scientific approach. In the observation that the researcher did, the researcher found in Khusnul's lesson plan that she had applied the discovery learning model to learning Fiqh. On this basis the researchers began to plan further research.

Implementation of Discovery Learning Model learning to increase student mastery of zakat management material in the field of Fiqh class VIII at MTSN 6 Pasuruan

A teacher in developing the learning process, especially in Fiqh subjects, is actually directed at the process of instilling Islamic values, both those originating from Islamic teachings (Al-Qur'an and Sunnah), as well as originating from human values that are appropriate and not contradictory. with Islamic teachings. These Islamic values then influence the pattern of human activity in all its aspects, both human activities in relation to God, and fellow human beings, and their relationship to human activities in managing nature. In relation to Fiqh learning based on discovery learning, the implementation steps are as follows: Preliminary Activities, Core Activities, and Closing Activities.

Learning Supporting and Inhibiting Factors Discovery Learning Model to increase student mastery of zakat management material in the field of Fiqh class VIII at MTSN 6 Pasuruan

Besides the advantages of the discovery learning model, there are also disadvantages to the application of this learning model. Researchers had interviewed Mrs. Khusnul after learning, she revealed:

"My obstacle at this stage is that some children with less ability will have difficulty generalizing and then concluding, this is where my function divides them into several groups. In the group that I divided randomly, it would demand that all class members participate in the discussion. "Obstacles can always be overcome if each teacher has a trick in implementing each learning model used, especially the discovery learning model."

It can be concluded that the core activities which are certainly inseparable from the steps of the discovery learning learning model at MTSN 6 Pasuruan can make students more active in solving problems and finding their own goals from the learning to be delivered that day.

Discussion

Learning planning Discovery Learning Model to increase student mastery of zakat management material in the field of Fiqh class VIII at MTSN 6 Pasuruan.

Learning Planning is a very important part before carrying out the learning process. Learning planning is an important thing for teachers in carrying out their duties. Learning will be more optimal if the teacher prepares a lesson plan in advance. Based on the data obtained by researchers at MTSN 6 Pasuruan, FIQIH subject teachers prepare in advance both from lesson plans, syllabus, learning tools and other learning tools, and don't forget to use learning methods to support or as additional learning materials.

According to Erwin's opinion, planning learning programs must be accompanied by the ability to read the situation and conditions of students, school facilities and infrastructure and the environment. If the teacher understands the condition of the students and the facilities available in the school and the environment, then learning will hit the students." (Erwin: 2014) From the findings at MTSN 6 Pasuruan it can be seen that:

Learning tools in these schools are found in the syllabus, where the syllabus is the key as benchmark in enumerating learning that must be adapted to the existence of the school. Syllabus must be sorted and matched between the material and the existing environment.

The syllabus is created and developed based on the existing environment. Because the environment is the situation and conditions in which the educational institution is located. The situation will affect the learning process, which includes the condition of the community (rural, urban, semirural, or semi-urban, climate, natural conditions of the mountains / highlands, lowlands or coasts, and so on). Meanwhile, the condition relates to the place where the educational

institution is located. For example: in the middle of a city, big city, small town, village, near a city, remote, remote, near a market, near a mosque or prayer room and so on.

The environment is very influential in the achievement of learning success. In order to seek from existing competencies, the syllabus must be adapted to the environment and these conditions. But it cannot be denied that the success of an educator in his learning does not only depend on the syllabus that is made, but also an educator must have an attitude in managing learning, educator skills in asking questions, educational knowledge and skills in using media..

With the findings on the syllabus used, this is in accordance with what Mulyasa revealed, that the minimum syllabus format includes: (1) Competency Standards, (2) Basic competencies, (3) Indicators, (standard material), (standard learning activity processes teaching), (4) Assessment standards. (Mulyasa: 2010)

So that in developing the syllabus must go through valid thinking and based on existing rules. The syllabus as a reference for the development of lesson plans contains the identity of subjects or subject themes, SK, KD, subject matter, learning activities, competency enumeration indicators, assessments, time allocation and learning resources. Syllabuses are developed by education units based on Content Standards (SI) and Graduate Competency Standards (SKL), as well as guidelines for compiling the Education Unit Level curriculum (KTSP) or the 2013 Curriculum. In practice, syllabus development can be carried out by teachers independently or in groups in a school /madrasah or several schools, Subject Teacher Consultation groups (MGMP) or Teacher Activity Centers (PKG), and the Education Office (Arista et al., 2023; Saputro & Darim, 2022).

By taking into account the findings and theories from Mulyasa, MTSN 6 Pasuruan has developed a syllabus. Syllabus development is allowed but adhere to the principles as well as the limits of syllabus development. Syllabus development is left entirely up to each educational unit, especially for those who are able to do it. Therefore, each educational unit is given freedom and flexibility in developing the syllabus according to the conditions and needs of each.

While RPP is essentially a short-term plan for estimating or projecting what will be done in learning. Thus, RPP is an attempt to estimate the actions to be taken in learning. So that the RPP must contain something about the teacher's projection regarding all activities to be carried out, both by the teacher and students, especially in relation to the formation of competence.

In the 2013 curriculum, lesson plans are already in the teacher's book, but they are still global and need to be broken down so that they are easy to understand and implement. Because in the 2013 curriculum students' books and teacher's books are provided, but in reality until now these books do not yet exist, so teachers must be smart in dealing with this (Hasanah, 2021).

Curriculum 2013 as a form of perfecting KTSP, to answer the challenges and problems that exist around education, however, all of these challenges and problems require in-depth rethinking with a progressive new approach. The approach must be preceded by exploration which precedes experimentation, and should not be solely or on a trial and error basis. New ideas as a result of rethinking must be able to solve problems that cannot be solved only by traditional or commercial means.

So it is clear that lesson plans can be developed according to the needs of students. This was also emphasized by Mulyasa, that in the RPP it must be clear what basic competencies students will have, what must be done, what must be learned, how to learn it, and how the teacher knows that students have mastered or have certain competencies.

Therefore the discovery learning model, as the model chosen in learning, must be included in the lesson plan as a prediction of the learning to be carried out. RPP is made to answer the

problems faced by teachers and students. however, the problem will still exist, even more complex.

The problems of curriculum innovation are related to the principle of relevance between learning materials and the needs of students, between the quality of learning in schools and graduate users in the employment field, related to cognitive, affective and psychomotor quality, equity related to opportunities and opportunities, then the efficiency of internal and external aspects.

As one manifestation of the effort to solve the problem is to make lesson plans that suit the needs of students. It is undeniable, a plan that is made carefully will greatly affect the course of learning. Fiqh learning planning with the discovery learning model made in the syllabus and lesson plans is an effort that has a further reach, namely not only equipping students with a set of worldly competencies (meaning work attitudes only) with life skills and other competencies, but also competency content that equips students to be ready to face a more eternal/eternal life, namely facing the presence of Allah SWT (Aniqoh et al., 2021; Arifin & Kartiko, 2022; Karim et al., 2022; Tajudin & Aprilianto, 2020).

So it can be taken an affirmation that, the need to pay attention to something that will be implemented in the future, (tomorrow). In the context of syllabus and RPP planning, it is understood as an order to make a good plan, so that later it does not fail in finding the expected goals..

Thus at MTSN 6 Pasuruan, they have planned learning Fiqh with a discovery learning model that is included in the syllabus, as a result of syllabus development. And included in the RPP which is used daily as an embodiment of the teacher's obligation to plan learning in accordance with the expectations of national education goals.

Implementation of Discovery Learning Model learning to increase student mastery of zakat management material in the field of Fiqh class VIII at MTSN 6 Pasuruan

The implementation of Fiqh learning is carried out in accordance with the syllabus and lesson plans that have been made. The implementation of learning is a way of doing or presenting, describing, giving examples, and giving training on lesson content to students to find specific goals. Thus, it can be said that the learning strategy is a combination of the sequence of activities how to organize learning materials and students, equipment and materials, and the time used in the learning process to find predetermined learning goals. how to organize learning materials and students, equipment and materials, as well as the time used in the learning process to find predetermined learning goals (Mumtahana et al., 2022; Mumtahanah, 2020).

In learning activities with the discovery learning model at MTSN 6 Pasuruan it has been seen in learning activities, namely in preliminary activities, core activities and closing activities. The implementation of the core activities is a learning process to seek KD which is carried out interactively, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for initiative, creativity and independence in accordance with the talents, interests and physical and psychological development of students (Ciptaningsih & Rofiq, 2022).

In the implementation steps that researchers get from various sources and various experts, researchers can summarize into several steps, namely the first is Provision of Stimulation (Problem Statement), Stimulation at this stage serves to provide conditions for learning interactions that can develop and assist students in exploring material. In this case Bruner provides stimulation by using a questioning technique, namely by asking questions that can expose students to internal conditions that encourage exploration.

The second is identification of the problem (Problem Statement), so after the stimulation the next step is the teacher gives the opportunity for students to identify as many problem

agendas as relevant to the subject matter, then one of them is selected and formulated in the form of a hypothesis.

Furthermore, namely Data Processing, in data processing which is the activity of processing data and information that has been obtained by students either through interviews, observations, and so on, then interpreted. All information from readings, interviews, observations, and so on, everything is processed, randomized, classified, tabulated, even if necessary calculated in a certain way and interpreted at a certain level of confidence .

After data processing, then Verification which aims to make the learning process run well and creatively if the teacher gives opportunities to students to find a concept, theory, rule or understanding through examples that he sums up in his life. Based on the results of processing and interpretation, or existing information, statements or hypotheses that have been formulated earlier are then checked, whether answered or not, whether proven or not (Fatimah et al., 2023; Madkan & Mumtahana, 2022).

Then the last one is the Drawing of Conclusions (Generalization), based on the results of the verification, the principles underlying the generalization are formulated. After drawing conclusions students must pay attention to the generalization process which emphasizes the importance of mastery of lessons on broad meanings and rules or principles that underlie one's experience, as well as the importance of the process of setting and generalizing from those experiences (Arif et al., 2021; Hasan, 2021).

By paying attention to the description above, it can be concluded that the implementation of the discovery learning model that has been described in the findings of the researchers illustrates that the teacher actually carries out according to the steps of the discovery learning model, even the teacher collaborates with students in an effort to be conducive during the learning process. Likewise, the teacher looks more creative in combining discovery learning with thematic material and dividing groups to solve problems and find the purpose of a lesson that day (Sirojuddin et al., 2022; Wardiyah et al., 2023).

Based on the researcher's observation that MTSN 6 Pasuruan has made a Learning Implementation Plan and has implemented it in learning Fiqh according to the steps of the discovery learning model. It is clear that the implementation of learning activities fulfills preliminary activities, core activities that are in accordance with the learning steps of discovery learning and the last is closing activities.

Supporting and Inhibiting Factors Learning analysis of the Discovery Learning Model to increase student mastery of zakat management material in the field of Fiqh class VIII at MTSN 6 Pasuruan

By paying attention to the explanation of the previous research findings above, it is a question of generalizing a lesson, Concluding or Generalizing is the Stages of Concluding Expository learning, namely taking the essence of the presentation process, Concluding means giving confidence to students about the truth of what has been presented so that students have no doubts, Summarizing can be done by: 1) Repeating the core of the material is the subject matter 2) Provide several questions that are relevant to the material presented

CONCLUSION

The learning plan for the Discovery Learning Model to increase students' mastery of zakat management material in the field of Fiqh class VIII at MTSN 6 Pasuruan is realized in the form of a syllabus along with the development of lesson plans. The RPP which is designed as a teacher's guide for teaching, what is unique is that apart from containing competency indicators to be achieved the lesson plan developed by the teacher is also loaded in full and detail according to the

scenario of the stages of the discovery model. The implementation of learning the Discovery Learning Model to increase students' mastery of zakat management material in the field of Fiqh studies for class VIII at MTSN 6 Pasuruan is carried out according to the stages of implementing the discovery learning model (Stimulation, problem statement, data collection, data processing, generalization). What is different from the discovery model in general is the teacher's way and innovation in conveying it, which is always updated according to technological developments and collaborating with existing media. This makes students able to solve their discoveries very well. Supporting and Inhibiting Factors Analysis of learning planning Discovery Learning Model to increase students' mastery of zakat management material in the field of Fiqh class VIII at MTSN 6 Pasuruan using repeating the core of the material to be the subject matter, providing several questions that are relevant to the material presented.

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