

JOB ANALYSIS AS A TEACHER RECRUITMENT AND DEVELOPMENT STRATEGY IN ISLAMIC EDUCATION

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Abstrak

Analisis pekerjaan merupakan aspek fundamental dalam proses rekrutmen dan pengembangan tenaga pengajar di lembaga pendidikan Islam. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis strategi efektif dalam penerapan analisis pekerjaan guna meningkatkan mutu rekrutmen dan pengembangan profesional guru. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui wawancara mendalam dengan kepala sekolah dan guru di salah satu sekolah Islam swasta yang telah menerapkan praktik analisis pekerjaan secara sistematis. Hasil penelitian menunjukkan bahwa analisis pekerjaan yang dilakukan secara terstruktur mampu memberikan informasi rinci mengenai tugas, tanggung jawab, serta kompetensi yang dibutuhkan dari seorang guru. Temuan juga mengungkap bahwa deskripsi pekerjaan yang jelas mempermudah proses seleksi calon guru dan menjadi dasar penting dalam penyusunan program pelatihan serta pengembangan karier guru secara berkelanjutan. Kesimpulan dari penelitian ini menegaskan bahwa strategi analisis pekerjaan yang terintegrasi dalam manajemen sumber daya manusia pendidikan Islam dapat meningkatkan efektivitas proses rekrutmen sekaligus kualitas pengembangan guru. Implikasi praktis dari temuan ini menunjukkan bahwa lembaga pendidikan Islam perlu mengembangkan sistem analisis pekerjaan yang sistematis dan berbasis kebutuhan institusional sebagai bagian integral dari perencanaan strategis pendidikan.

Kata Kunci: Analisis Pekerjaan, Rekrutmen, Pengembangan Guru, Pendidikan Islam.

Abstract

Job analysis is a fundamental aspect in the recruitment and development process of teaching staff in Islamic educational institutions. This study aims to identify and analyze effective strategies in the application of job analysis to improve the quality of teacher recruitment and professional development. This study uses a qualitative approach with a case study method. The data was collected through in-depth interviews with principals and teachers at one of the private Islamic schools who have implemented the practice of job analysis systematically. The results of the study show that work analysis carried out in a structured manner is able to provide detailed information about the duties, responsibilities, and competencies required of a teacher. The findings also revealed that clear job descriptions simplify the selection process for prospective teachers and become an important basis for the preparation of training programs and sustainable teacher career development. The conclusion of this study confirms that an integrated job analysis strategy in the human resource management of Islamic education can increase the effectiveness of the recruitment process as well as the quality of teacher development. The practical implications of these findings suggest that Islamic educational institutions need to develop a systematic, institutional needs-based work analysis system as an integral part of educational strategic planning.

Keywords: Job Analysis, Recruitment, Teacher Development, Islamic Education.

Introduction

The need for quality teachers in Islamic educational institutions is increasingly urgent. Effective teacher recruitment and development is key to achieving quality education goals. Job analysis serves as a basis for understanding the competencies needed in the position of teacher, as well as designing appropriate recruitment processes and development programs. Thus, optimizing the role of human resources (HR) in Islamic education planning is a very crucial aspect and determines the success of its implementation.[1] Teachers and educators are expected to be able to use teaching methods that are innovative, creative, and in line with the demands and developments of the times. The quality of human resources involved in Islamic education greatly determines the success of the educational process itself.

Currently, many Islamic educational institutions are facing the problem of a shortage of qualified and trained educators.[2] This resulted in the quality of education provided being less than optimal. Good and systematic planning is needed to overcome these various obstacles. Human resource optimization in Islamic education includes various aspects, ranging from recruitment, training, career development, to performance evaluation. Each stage requires a planned and measurable strategy to effectively achieve educational goals[3] However, many Islamic educational institutions still face challenges in the recruitment and development process of teachers[4]. Other research highlights the role of training in teacher competency development, but underemphasizes how job analysis can contribute to the process of building more effective recruitment systems and sustainable teacher development programs. Therefore, this study is focused on exploring work analysis strategies to optimize the recruitment and teacher development process at Al Banna Natar Integrated Islamic Elementary School (SDIT).

This research is focused on the application of job analysis in the recruitment and teacher development process at SDIT Al Banna Natar, with the aim of exploring how this approach can improve the effectiveness of teacher selection and development program planning relevant to school needs. With a more systematic approach, it is hoped that educational institutions can be more optimal in managing the potential of their human resources to encourage the improvement of the overall quality of Islamic education.

Research Methods

Using a qualitative descriptive method, this study seeks to characterize, explain, and overcome the problems studied. With an emphasis on data quality, this research process produces descriptive data collected through written narratives, oral speech of resource persons, and observational behavior.[5]. The data source was obtained from urnal scientific journals, which are

published through Google Scholar, reference books, and research reports related to teacher recruitment and development in Islamic education.[6][7] Through the understanding of ideas and practices that have been implemented in various Islamic educational institutions, the data analysis method of this research is descriptive analysis[8].

A qualitative approach with a descriptive method is applied in this study to describe in depth the strategy of job analysis in teacher recruitment and development at SDIT Al Banna Natar. This research was carried out for three months, starting from January to March 2024, with several stages as follows:

1. Direct Observation, Carried out in January 2024 for two weeks by observing the implementation of the teaching and learning process and teaching methods used by teachers, as well as the educator management system at SDIT Al Banna Natar.
2. Interview with the Principal, This interview was conducted in the first week of February 2024. The principal provides information about the teacher recruitment procedure, the criteria used in the selection of educators, and the challenges in teacher development in schools.
3. Interview with Foundation Owner, Conducted in mid-February 2024 to delve deeper into the vision and mission of the foundation in building the quality of education at SDIT Al Banna Natar as well as long-term strategies in improving teacher competence.
4. Document Analysis, Carried out throughout February to March 2024 by reviewing recruitment policy documents, teacher training modules, and educator performance evaluation reports.

Discussion

Integrated Islamic Schools (SIT) have strict recruitment standards in selecting educators. Based on the results of research, interviews, and observations, the teacher selection process in several integrated Islamic schools (SIT) is carried out systematically to ensure that prospective teachers not only meet academic qualifications but also have proficiency in Islamic values and teaching skills. This recruitment process includes several strict stages, starting from administrative selection to ensure the educational background of prospective teachers in accordance with the needs of the school. In addition to evaluating the diplomas and certifications they have, the school also reviews the academic track record and teaching experience of prospective teachers. Prospective teachers who pass the administrative selection then face a series of written tests that cover various aspects, such as understanding the teaching material according to the level of education applied for, national and Islamic insights, and knowledge of effective learning methods.[9]

In addition to the written exam, the interview stage is an important part of SIT teacher selection. In this interview, prospective teachers are tested not only from the scientific and

pedagogic aspects, but also in terms of their personality, leadership, and readiness in carrying out their duties as educators based on Islamic values.[10] The interviewees, usually consisting of school leaders and senior educators, will assess how prospective teachers understand their role as role models for students, how they face challenges in the world of education, and their commitment to Islamic values in their daily activities.

Direct observation of teaching ability is also part of the selection process. Prospective teachers are required to conduct microteaching or teaching simulations in front of the selection team and, in some cases, in front of students. From this session, schools can evaluate the ability of prospective teachers to convey material clearly, build good interaction with students, and use innovative learning methods that are adapted to Islamic education principles. More than just academic and pedagogical skills, the Integrated Islamic School emphasizes the importance of morals and character in every educator.[11] Therefore, in addition to rigorous selection, prospective teachers must also demonstrate attitudes and behaviors that reflect Islamic values. Some schools even check the track record of prospective teachers, such as looking at their activities in the social environment, involvement in religious activities, and recommendations from related parties.

After being declared to have passed the selection, accepted teachers usually still have to undergo an orientation and training period before starting to teach full-time. This training includes a deeper understanding of the school's vision, mission, and culture, as well as learning strategies that fit the Islamic education approach. In addition, schools often provide mentoring and guidance to new teachers so that they are able to adapt to the work environment and develop their competencies in an ongoing manner. Through this comprehensive selection process, the Integrated Islamic School seeks to ensure that each teacher appointed is not only academically superior, but also able to become an inspirational figure who guides students in scientific and spiritual aspects. This is in line with SIT's goal to create a conducive and oriented educational environment to build a strong Islamic character, so that students not only grow as individuals not only excel in intellectual intelligence, but also have noble morals and are highly competitive.

The qualifications of prospective teachers set by the integrated Islamic school (SIT) are as follows:

General Qualifications

Prospective teachers who want to enroll in the Integrated Islamic School must meet several basic requirements, including:

1. *Academic Qualifications*: Minimum S1 graduates in accordance with the field to be taught. This aims to ensure that teachers have a strong knowledge base and are relevant to the subjects to be taught.

2. *Ability to Read the Holy Qur'an*: Every prospective educator is required to have the ability to read the Qur'an properly and correctly, in accordance with the applicable tajweed rules. This is the main requirement considering that Islamic-based schools apply Islamic values in every learning.[12]
3. *Memorization of the Qur'an*: For prospective class teachers, at least 1 juz is memorized, while for tahfiz teachers, at least 5 juz are memorized. This ability is a benchmark in ensuring that the learning of the Qur'an can be applied properly to students.[13]
4. *Dress Shari'i*: For female teachers, it is mandatory to dress in sharia as a form of example for students and reflect the Islamic values taught in schools.
5. *Personality and Soft Skills*: Prospective teachers must have a compassionate character, especially to children, be able to work in a team, and have a patient and diligent educator spirit.

Commitment to Islamic Education: Teachers at SIT are expected not only to teach, but also to set an example for students in implementing Islamic values in their daily lives.

The selection process for prospective teachers is carried out through several stages:

1. Administrative Selection, Assess the completeness of administrative files such as diplomas, transcripts, and supporting certificates.
2. Qur'an Learning Activity Test, Prospective teachers are tested in carrying out the reading of the Holy Qur'an properly and tested by memorization according to the requirements.[14]
3. Microteaching, Each prospective teacher must go through a microteaching session, where they are given the opportunity to teach on a small scale in front of an assessment team. The aspects assessed include delivery methods, interaction with students, and the ability to explain the material clearly and interestingly.[15]
4. Interview, The interview aims to explore further information about motivation, understanding of Islamic values, and readiness of prospective teachers in carrying out their duties in the Integrated Islamic School.
5. Psychological and Personality Tests, Some SITs also apply psychological tests to assess the mental and emotional readiness of prospective teachers in facing educational challenges in an Islamic school environment.
6. Willingness to Participate in Coaching, After passing the selection, prospective teachers must be ready to take part in coaching and training organized by the school. The purpose of this coaching is to align the vision and mission of teaching and improve the competence of teachers in the academic and Islamic fields.

7. Probationary period, Some schools implement a probationary period for new teachers to assess their abilities directly in the work environment before being granted permanent teacher status, usually a probationary period of approximately 3 months

Upon acceptance, teachers at the Integrated Islamic School are expected to:

1. Participate in religious activities regularly, such as Islamic studies and tahsin of the Qur'an.
2. Applying learning methods based on Islamic values in teaching activities.
3. Actively participate in teacher training to improve competence both academically and spiritually.
4. To be an example for students in behaving in accordance with the principles of Islamic teachings, both in learning activities in the classroom and in interactions outside the classroom.

Challenges in SIT Teacher Recruitment

Although the recruitment process is well-designed, some of the challenges that are often faced in finding educators at SIT include:

- a. Limitations of Teachers Who Meet Qualifications: Not all S1 graduates master the ability to read the Qur'an well or memorize in accordance with the rules and rules of tajweed that apply to the specified criteria.
- b. Difficulty Finding Teachers Dressed in Sharia Clothes: Although the rules for dressing sharia for female teachers are clear, there are still prospective teachers who are not familiar with these rules.
- c. Lack of Readiness in Microteaching: Some aspiring teachers have good academic abilities, but lack in interactive and engaging teaching skills.
- d. Commitment in Coaching: There are some cases where teachers who have been accepted lack commitment to participate in regular coaching that has been scheduled by the school.

The Role of Job Analysis in Teacher Recruitment

The results of the study indicate that the application of job analysis at SDIT Al Banna Natar has contributed significantly to increasing the effectiveness of teacher recruitment and development.

Based on the results of observations and interviews, some of the main findings obtained are:

- a. Application of Job Analytics in Recruitment
 1. SDIT Al Banna Natar has implemented strict selection standards by using clear job descriptions at every stage of recruitment.
 2. The selection process involves several stages, including administrative selection, pedagogic and Islamic competency tests, and microteaching.

3. In interviews with school principals, it is known that prospective teachers are not only assessed based on academic qualifications, but also on their understanding of Islamic values and their readiness to integrate these values in learning.
4. The recruitment process also emphasizes the personality and leadership aspects of teachers in building a conducive learning environment for students.

b. The Influence of Job Analysis on Teacher Development

1. Teachers who have been recruited are required to participate in a development program that includes pedagogic training, improving Islamic understanding, and periodic evaluation of their performance.
2. Job analysis is used to match teacher development needs to school goals, so that each training provided has a high relevance to the needs of the institution.
3. Mentoring and coaching programs are also implemented to support the professional development of teachers in the long term.
4. Schools regularly hold special training related to educational technology to increase the effectiveness of digital-based learning.

c. Challenges in the Implementation of Job Analytics

1. Although the implementation of the employment analysis has gone well, there are still challenges such as the limited number of applicants who meet the standards set by the school.
2. Some new teachers face difficulties in adjusting to the Islamic values-based learning system implemented at SDIT Al Banna Natar.
3. Limited resources in organizing continuous training are obstacles in teacher development.
4. The lack of use of technology in recruitment is still an obstacle in attracting qualified teacher candidates more widely.

d. Strategies to Optimize Job Analytics

1. Increase recruitment traction with wider promotions through various digital platforms and social media.
2. Develop a more structured training curriculum based on the results of the analysis of the needs of educators.
3. Implement a data-driven evaluation system to measure the effectiveness of teacher recruitment and development programs on a regular basis.
4. Using more innovative recruitment methods such as case study-based tests and competency-based in-depth interviews.

Job analysis allows Islamic educational institutions to formulate more objective selection criteria. Through a clear job description, the recruitment party can assess candidates based on the required competencies. In addition, it also helps in developing a more effective recruitment strategy. An integral component of human resource (HR) management is job analysis. A company relies heavily on the job analysis process. The terms "analysis" and "work" make up the phrase "job analysis". The process of breaking down a major problem into smaller components, parts, or parts and figuring out how these parts work together is called analysis[16]. On the other hand, work can be seen as a series of tasks and obligations completed by employees within a certain period of time. Therefore, work analysis can be described as an activity that seeks to evaluate, research, collect, document, and analyze the scope of work in a comprehensive and methodical manner.

It is very important to adopt the concept of the results of a job analysis that has been proven to provide success in the business world, or corporate, in the context of education. Like an organized system, all team members in schools, including teachers and administrative staff, need to have a good understanding and expertise in carrying out tasks and responsibilities according to their positions. This is important in order to be able to synergize in realizing school goals that are in line with the vision and mission that has been decided, the expression is in accordance with the results of research from[17].

The job analysis process includes the process of gathering and reviewing information about the main tasks associated with a job or position, as well as requirements in the form of the appropriate individual abilities, knowledge, skills, and characteristics to carry out the job[18]. Through conducting a work analysis, schools can determine what competencies are needed by educators to achieve the expected educational targets, so that schools can design appropriate training programs to improve the quality of teacher teaching. Through mapping teacher duties and responsibilities, schools can identify areas where training and development are needed. This helps improve teacher performance, so that it can have a positive impact on the student learning process. Job analysis provides clear guidance for improving the competence of educators in the education sector.

Another opinion also mentions that this work analysis process is usually done when an organization makes changes in its structure, and the information gathered from the results of the analysis, It is used to compile a better picture of the process. The process of job and performance evaluation, is crucial to understand how employees carry out their duties over a certain period of time and compare them with predetermined work standards. Job evaluations are also important to gain insight into individual characteristics such as attitudes, personalities, strengths, and weaknesses

in the context of work in the organization. In addition, performance appraisals also aim to evaluate whether employees have the potential to reach higher positions within the organizational structure.

Job analysis is a systematic step that aims to map and explain the tasks, responsibilities, and abilities that a particular job must have. This process has a very important role in human resource management, as it provides a solid foundation for the execution of various managerial functions, such as recruitment, training, and employee development. According to him, job analysis helps organizations in determining the qualifications needed for each position, making it easier to find the right candidates. When conducting a job analysis, it is important to obtain the necessary data and information so that the results of the analysis can be accurate and useful. The data needed is divided into two main categories, namely primary data and secondary data. Primary data is collected directly from the source, such as interviews with employees, direct observations, and questionnaires. Secondary data includes information that already exists, such as industry reports, government statistics, and academic literature.

The use of questionnaires and interviews as primary data collection methods can provide in-depth insights related to the tasks and responsibilities carried out by employees. According to [19], in-depth interviews can reveal unexpected information and provide better context about the work being analyzed. Questionnaires, on the other hand, can be leveraged to collect data from a large number of respondents in a more effective and efficient way.

The process of human resource development, especially in the field of education, job analysis can play an important role in determining the needs of recruitment and selection of appropriate teachers [20]. Through a deep understanding of the duties and responsibilities that teachers must perform, principals can set the standards required in the process of recruiting new teachers. In addition, work analysis can also be the basis for evaluating the performance of existing teachers, so that quality improvement can be made in the teaching process. Job analysis is the first step that plays an important role in efforts to improve the quality of education in schools. With a job analysis, schools can ensure that prospective teachers who are recruited have competencies and skills that are in accordance with the demands of the job. This will help increase the effectiveness of teaching and learning in schools.

Job analysis theory focuses on identifying the tasks, responsibilities, skills, and competencies required for a position. According to him, job analysis is the first step in designing an effective recruitment system. In the context of Islamic education, it is important to consider the spiritual and moral aspects in the analysis of the teacher's work. (1) Describe the main duties of teachers, including teaching, guidance, and evaluation. (2) Determine the educational qualifications,

experience, and pedagogical skills needed. (3) Understand the conditions of the work environment and various factors that can affect the learning process. (4) Job analysis provides a solid foundation for the recruitment process by: clear job descriptions help educational institutions attract candidates with appropriate competencies, by understanding the skills required, institutions can design a more effective selection process. Job analysis allows institutions to: use the results of the analysis to design relevant training programs for teachers. Continuous development programs help teachers improve their pedagogical skills.

Teacher Development Program Improvement

Teacher development programs are the main factor in efforts to improve the quality of education. Improved teacher development programs focus on systematic efforts to build educators' capacity to meet the demands of 21st century learning and improve student learning outcomes. The section on teacher competence is regulated in detail in the Law of the Republic of Indonesia Number 14 of 2005 which stipulates provisions regarding the competence of teachers and lecturers in Indonesia which are standards for them to become educators who have professional integrity. The content of the Law stipulates that teachers are required to have academic qualifications, competencies, educator certificates, physical and spiritual health, and the ability to realize national education goals. This law applies to all teachers and lecturers in Indonesia as a guideline in the implementation of their duties and performance standards.

There are four main competencies that teachers must have, including competencies in personality, pedagogic, social, and professional aspects. The competence of teachers listed in the regulation is expected to be a guide for the main drivers of education for the achievement of the noble ideals of the nation. This is also the basis for teachers to create a generation that has high competency values, which comes from the quality of teaching they provide.

Impact on the Quality of Islamic Education

Job analysis in the context of Islamic education plays an important role in ensuring that the teacher recruitment and development process runs optimally. With the improvement of the quality of Islamic education, job analysis can be carried out more systematically, resulting in more appropriate policies in teacher recruitment and development. Here are some of the impacts: (1) Identification of Competency Needs of Islamic Education Teachers, (2) Optimization of More Professional Teacher Recruitment, (3) Teacher Development Based on Performance Evaluation and Islamic Education Needs, (4) Increasing Teacher Motivation and Retention, (5) Curriculum Adjustment to the Needs of Teachers and Students.

Improving the quality of Islamic education has a direct impact on optimizing job analysis, which ultimately improves the recruitment and teacher development process. Through better job analysis, Islamic educational institutions can ensure that:

1. The recruited teachers have competencies that are in accordance with the needs of the modern Islamic curriculum.
2. Teacher training and development programs are adapted to the challenges of the times.
3. Teachers' motivation and well-being increase, so they are more motivated to teach professionally.
4. The overall quality of Islamic education has improved significantly.

Thus, job analysis is an important instrument in ensuring that the recruitment and development of teachers in Islamic education runs optimally and sustainably.

Conclusion

Based on the results of research and observations, it can be concluded that the application of systematic work analysis at SDIT Al Banna Natar has been proven to be able to improve the quality of the recruitment process and professional development of teachers. Structured work analysis provides clarity on the competencies, responsibilities, and qualifications needed, so that the selection process becomes more objective and in accordance with the needs of the institution. In addition, teacher development programs can be adjusted more precisely based on the results of the analysis. The recruitment process at the Integrated Islamic School is designed not only to attract academically competent teaching staff, but also those who have integrity and strong Islamic values. With strict recruitment standards and oriented towards the vision of Islamic education, the school is able to create a learning environment that supports the formation of students' character and spiritual intelligence. Despite the challenges in its implementation, this strategy is a strategic step in building a superior and sustainable foundation of Islamic education.

The implications of this study suggest that Islamic educational institutions need to make work analysis an integral part of human resource management. This practice not only helps in the recruitment and development of educators in accordance with the institution's visions and missions, but also supports the overall improvement of the quality of education. In addition, the results of this research can be a reference for Islamic education policy makers in formulating teacher recruitment and training policies based on real needs in the field.

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