

THE EFFECTIVENESS OF OPENING AND CLOSING LESSONS IN THE CONTEXT OF ISLAMIC EDUCATION AT THE PRIVATE MADRASAH ALIYAH AMALIYAH SUNGGAL

Muhammad Yunan Harahap^{1*}, Rustam Ependi², Abdi Syahrial Harahap³, Fadli Nurul Ikhsan⁴
^{1,2,3,4} Department of Early Childhood Islamic Education, Faculty of Islamic Religion and Humanities,
University of Pembangunan Panca Budi, Medan-Indonesia

Keywords: *Dynamics, Skills, Opening, Closing, Lessons*

Correspondence Address:
yunan@dosen.pancabudi.ac.id

Abstract:

Lesson opening and closing skills are identified as two critical aspects that support the achievement of learning objectives in Islamic religious education, which involve linking material to students' experiences, attracting attention, explaining learning objectives, and summarizing material, checking understanding, and feedback. This study adopted a descriptive qualitative approach to explore how the dynamics of learning, the implementation of lesson opening and closing skills, and challenges and potential for development in the context of Islamic religious education. The results showed that effective lesson opening involves the use of prayer, brief motivation, and linking material to real life, while effective closing includes material summary, reflection, and prayer. This study also found that the use of inspirational stories and reflective questions significantly increased students' curiosity and activeness in learning. In addition, it was found that effective lesson opening and closing skills were positively correlated with increased understanding of the material and student motivation. Teachers at Amaliyah Sunggal Private Madrasah Aliyah who apply innovative techniques in opening and closing tend to be more successful in creating a conducive and interactive learning environment.

INTRODUCTION

Opening and closing skills are two important aspects of the teaching process that support the achievement of learning objectives. When opening the lesson, teachers try to relate the material to students' experiences, use questions or stories to attract attention, explain learning objectives, and build students' enthusiasm. This aims to create student interest and engagement from the start of the lesson. Meanwhile, lesson-closing skills involve summarizing the material that has been taught, checking students' understanding, providing feedback, and connecting the learning with the next lesson. This helps students reinforce their understanding and end the lesson well. By mastering these two skills, teachers can create a learning environment that is effective, interactive, and has a positive impact on students' learning process, (Kafi & Ritonga, 2023).

On the other hand, closing skills play an important role in ensuring that students

understand the material that has been taught. Through summarizing the material, checking for understanding, and providing feedback, teachers can ensure that students have mastered important concepts. Closing a lesson also allows teachers to connect the learning to the next lesson, helping students to see continuity in their learning. These two skills, when used effectively, help create a more engaging, interactive and meaningful learning experience for students. They also allow teachers to establish a strong connection between the material being taught and students' lives, ensure deep understanding, and motivate students to continue learning. Thus, lesson opening and closing skills are essential elements in teachers' efforts to effectively inspire, guide and support student development.(Agustia et al., 2023)

Madrasah Aliyah is a unique Islamic educational institution with its own educational goals and challenges. However, specific research on lesson opening and closing skills in this context may be limited or even non-existent. Therefore, the background of this study reflects the need to bridge this knowledge gap. Islamic religious education faces various changes, including changes in teaching methods, the use of technology, and social challenges. These changes may affect the effectiveness of teaching Islam. Therefore, it is important to understand how lesson opening and closing skills can adapt to these dynamics. (Fauzi, 2021).

Islamic religious education has an important role in shaping students' values, morals, and spirituality. (Ismaraidha, Asmidar Parapat, Nanda Rahayu Agustia, 2020). Therefore, improving the quality of Islamic teaching is important to achieve the broader goals of education. Effective lesson opening and closing skills can be a key factor in this endeavor. Madrasah Aliyah students need teaching methods that can motivate them to actively participate in learning and understand well the Islamic religion material. Appropriate opening and closing skills can increase student participation and understanding. Islamic religion teachers in Madrasah Aliyah are key actors in teaching. Improving their skills in opening and closing lessons can bring positive changes in students' learning experience and also develop teachers' professionalism.(Muhammad Rouf, 2016)

The growth of Islamic education especially in Muslim-majority countries, Islamic education has an important place in the education system. Therefore, this study can

contribute to improving the standard of Islamic religious education in Madrasah Aliyah and potentially impact the education system as a whole. Against this background, this study aims to explore various aspects of opening and closing skills in the context of Islamic religious education at Madrasah Aliyah Swasta Amaliyah Sunggal, which is necessary to better understand the challenges and opportunities in teaching Islamic religion at this upper secondary level.(Imelda & Harahap, 2023)

RESEARCH METHODS

This type of research is descriptive qualitative research, namely the data collected is in the form of words, images, not numbers (Sudarwan Danim, 2002). According to Bogdan and Taylor, as quoted by Lexy J. Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.(Moleong, 2000). Meanwhile, descriptive research is a form of research aimed at describing or illustrating existing phenomena, both natural phenomena and human engineering.

Data collection in this research is as follows, namely. Observations, interviews and documentary studies. Observation is an observation carried out by involving oneself in the situation of the object being studied (Kartono, 1996). Then interviews, a data collection method using one-sided questions and answers carried out systematically based on the research objectives (Rahayu, 2004). The reason for using the interview method is to obtain in-depth information from sources including teachers, school principals, students and other educational staff. Next is a documentary study, namely collecting written data, in the form of documents that are considered relevant to the discussion of the research (Nawawi, 1998).

The data analysis used is the Miles and Huberman version, that there are three activity streams, namely data reduction, data presentation, and conclusion drawing or verification. (Akbar, 2009). Analysis begins when formulating and explaining the problem, before going into the field and continues until the writing of the research results. Data analysis becomes a guideline for further research until, if possible, a grounded theory. However, in qualitative research, data analysis is more focused during the process in the field along with data collection (Sudarto, 1997).

RESULTS AND DISCUSSION

1) Learning Dynamics in the Context of Islamic Religious Education at Madrasah Aliyah Swasta Amaliyah Sunggal

The results show that an effective lesson opening involves the use of prayer, brief motivation and linking the material to real life, while an effective closing includes a summary of the material, reflection and prayer. The study also found that the use of inspirational stories and reflective questions significantly increased students' curiosity and engagement in learning.

Further analysis revealed that effective lesson opening and closing skills were positively correlated with increased understanding of the material and student motivation. Teachers at Madrasah Aliyah Swasta Amaliyah Sunggal who apply innovative techniques in opening and closing tend to be more successful in creating a conducive and interactive learning environment. Furthermore, in a study entitled *Dinamika Pendidikan Agama Islam: An Exploration of Effective Opening and Closing Lesson Skills in the Context of Islamic Education at Madrasah Aliyah Swasta Amaliyah Sunggal*, namely:

The dynamics of learning in the context of Islamic education, especially in Madrasah Aliyah Swasta Amaliyah Sunggal, shows significant development in adjusting teaching methods to the needs and characteristics of today's students. Islamic Religious Education (PAI) does not only focus on theoretical understanding, but also on the practical application of Islamic values in daily life. This creates challenges and opportunities in designing and implementing an effective and comprehensive learning process.

The use of varied and innovative learning methods is one of the keys to success in improving the quality and effectiveness of PAI learning. These methods include the use of information technology, group discussions, case studies and project-based learning, all of which aim to increase student engagement and facilitate a deeper understanding of the material. The use of interactive and digital learning media also increasingly attracts students' interest, making the teaching and learning process more dynamic and interactive.

The skills of opening and closing a lesson are very important in creating a

conducive learning atmosphere. An interesting lesson opening can stimulate students' interest and motivation to learn, while an effective lesson closing can reinforce understanding and provide a clear conclusion of the material discussed. PAI teachers at Madrasah Aliyah Swasta Amaliyah Sunggal are expected to be able to use various creative opening and closing techniques, such as prayer, inspirational stories, reflection, or short activities relevant to the subject matter.

Evaluation and assessment in PAI focuses not only on academic achievement, but also on students' personal and spiritual growth. This involves continuous formative assessment, which assists teachers in monitoring individual student progress and identifying areas that need improvement. Constructive feedback and positive reinforcement are key in motivating students to continue to grow and improve their understanding of Islamic Religion.

The dynamics of Islamic Religious Education learning at Madrasah Aliyah Swasta Amaliyah Sunggal reflect the continuous efforts in adapting and improving the learning process to meet the needs and aspirations of students in the modern era. Through innovative, holistic, and student-centric approaches, Islamic Religious Education not only succeeds in instilling strong religious understanding, but also in shaping students' characters and competencies to become individuals who contribute positively in society.

2) Application of Opening and Closing Skills of Islamic Religious Material Lessons at Madrasah Aliyah Swasta Amaliyah Sunggal

Effective application of opening and closing skills is a key element in the learning process, especially in Islamic religious education. These skills not only help in creating a conducive learning environment but also enhance students' understanding of the material being taught. Effective lesson opening and closing can be considered as a bridge that connects students to the subject matter, motivates them to learn, and reinforces their understanding of Islamic concepts.

Effective lesson openings often begin with a motivation or hook that captures students' attention and connects the subject matter to real life or prior knowledge they have. This can take the form of inspirational stories, engaging questions or challenging statements that arouse students' curiosity. In the context of Islamic religious education, openers can be stories of prophets, companions, or Islamic figures relevant to the theme

of the lesson. The aim is to make students feel personally connected to the material, making it easier for them to understand and internalize the values and teachings conveyed.

Furthermore, in the learning process, teachers must be able to present the material systematically and interactively, using a variety of learning methods and media that are appropriate to the characteristics of the students and the subject matter. The use of group discussions, case studies and simulations can increase students' engagement and deepen their understanding of Islamic religious materials. Through interaction and supportive activities, students can build their own understanding of the material, which will be more lasting and impactful in their lives.

Closing the lesson effectively is also very important. A good closing should summarize the main points that have been discussed, clarify any doubts or questions that may remain, and provide reflection or follow-up that students can do. In the context of Islam, the closing may include a collective prayer, reflection on the values learned, or application of the teachings in daily life. This not only strengthens students' understanding of the material but also encourages them to integrate the values in their daily behavior.

Thus, the effective application of opening and closing skills is an important factor influencing students' understanding of Islamic religious material. Through motivating openings and reflective closings, teachers can increase student engagement, deepen their understanding and encourage the application of Islamic values in everyday life. This shows how important it is for teachers to master these skills in an effort to create meaningful and inspiring learning experiences for students.

3) Challenges and Potential for Implementing Opening and Closing Lesson Skills at Madrasah Aliyah Swasta Amaliyah Sunggal

The implementation of effective opening and closing skills in Islamic Religious Education at Madrasah Aliyah Swasta Amaliyah Sunggal is a process that requires a comprehensive approach, given the importance of building awareness and a deep understanding of religious values for students. An effective learning process does not only focus on knowledge transfer, but also on character building and deep spiritual values. In this context, the skills of opening and closing lessons become very important

because they can determine the success of the learning process as a whole. The challenges in the implementation of opening and closing skills at Madrasah Aliyah Swasta Amaliyah Sunggal are:

1. Variation in Learning Methods. One of the main challenges is to create variations in lesson opening and closing methods that are interesting and relevant to the Islamic Religion material. Teachers need to constantly innovate to avoid monotony, so as to attract and maintain students' attention throughout the learning process.
2. Students' Understanding and Awareness. Students' level of understanding and awareness of the importance of Islamic education varies widely. This demands a more personalized approach to learning to ensure all students can be actively involved and gain maximum benefit.
3. Integration of Islamic Values. Integrating Islamic values in a way that is relevant and applicable to students' daily lives is a challenge. This requires creativity and sensitivity from teachers in designing opening and closing materials that are not only informative but also inspiring.
4. Resources and Facilities. Limited resources and facilities are also a challenge, especially in implementing innovative and interactive learning methods. Teachers must be able to make the most of available resources to create a quality learning experience.

While the potentials in the implementation of skills in opening and closing lessons at Madrasah Aliyah Swasta Amaliyah Sunggal are:

- a. Islamic Character Building. Through effective lesson opening and closing skills, there is great potential to shape students' Islamic character. This includes values such as honesty, empathy and perseverance that can be instilled through inspirational stories, prayers and reflections that form part of the opening and closing of lessons.
- b. Increased Student Engagement. Creative and interactive opening and closing methods can increase students' engagement in the learning process. This not only improves their understanding of the material, but also builds confidence and communication skills.
- c. Integration with Daily Life. Effective lesson opening and closing skills provide opportunities to integrate learning with students' daily lives. This allows students to see the relevance and practical application of Islamic values and teachings in real life.

d. Building a Positive Learning Community. Through inspiring lesson openings and closings, a positive and supportive learning atmosphere can be created. This helps in building a learning community where students and teachers support and motivate each other.

In order to face the challenges and capitalize on the potential, a strong commitment is needed from all relevant parties, including teachers, students, parents and madrasah management. Teacher professional development through training and workshops, the use of educational technology, and collaboration with parents and the community can be some strategies to support the implementation of effective opening and closing skills. Thus, the learning process at Madrasah Aliyah Swasta Amaliyah Sunggal can be more interesting, meaningful, and have a positive impact on the formation of students' Islamic character and values.

Furthermore, to strengthen the argumentation of the research results above, we will discuss through the opinions of Islamic education experts as follows:

1. Learning Dynamics in the Context of Islamic Religious Education

The dynamics of learning in the context of Islamic Religious Education (PAI) at Madrasah Aliyah Swasta Amaliyah Sunggal can be seen from various perspectives, including the concept of education, teaching methods, and the challenges and opportunities that exist. This discussion will integrate the concept of Islamic education and experts' opinions to explore how learning dynamics can be optimized in this environment.

The concept of Islamic education applied at Madrasah Aliyah Swasta Amaliyah Sunggal aims to develop students' potential holistically, which includes academic, spiritual, social and emotional aspects. Islamic Religious Education does not only focus on the transfer of religious knowledge, but also character building and Islamic values in daily life. Al-Zarnuji in his book "Ta'lim al-Muta'allim" emphasizes the importance of intention, seriousness, and the right method in learning, which can be applied in the context of learning in this madrasah. (Widya, 2019)

The teaching methods used at Madrasah Aliyah Swasta Amaliyah Sunggal have also adapted to the times. The use of technology in learning, such as e-learning and

project-based learning, is becoming increasingly relevant. This is in line with Al-Ghazali's opinion on the importance of adapting teaching methods according to the conditions and needs of students. The integration of technology in PAI learning can increase the effectiveness of teaching and enrich the learning resources available to students.(Rozana, 2024)

The challenges faced in this context include the need to adapt to social and technological changes, as well as ensuring that Islamic values remain relevant to the younger generation. In the opinion of Syed Muhammad Naquib al-Attas, the challenge of Islamic education is to maintain a balance between tradition and modernity, so that students can internalize Islamic values in the context of their modern lives.

Opportunities that exist in the dynamics of Islamic Education learning at Madrasah Aliyah Swasta Amaliyah Sunggal include the development of cross-cultural competence and critical thinking skills. Holistic Islamic Religious Education can equip students with a deep understanding of Islam and the ability to apply it in a global context. This is in line with the opinion of Fazlur Rahman who emphasizes the importance of contextual understanding of religious texts, so that students can apply Islamic teachings relevantly and adapt to the challenges of the times.(Ependi, 2020)

In conclusion, the dynamics of learning Islamic Religious Education at Madrasah Aliyah Swasta Amaliyah Sunggal offers opportunities to integrate Islamic values with the needs and challenges of the times. Through a holistic, adaptative and innovative approach to education, this madrasah can form a young generation that not only has strong religious knowledge, but also the ability to apply it in daily life in a meaningful way.

2. Effective Application of Opening and Closing Lesson Skills

The application of effective opening and closing skills is a key aspect in the learning process based on Islamic education. These skills include not only the teacher's ability to deliver the material, but also how they can relate the material to Islamic values, motivate students, and leave a deep impression at the end of the lesson.

At the beginning of the lesson, Islamic education emphasizes the importance of opening the lesson with prayer and linking the material to be taught with students' daily

lives in the context of Islamic values. This is in accordance with the views of some Islamic education experts, such as Al-Ghazali, who suggested that the learning process should begin with spiritual motivation to arouse students' interest and desire to learn. An effective opening also includes a clear presentation of the learning objectives, which will help students understand why they are learning the material and how it applies to their lives as Muslims. (Syarifuddin, Mukhlis Malik, 2024)

At the end of the lesson, it is back to the Islamic approach that prioritizes reflection and real-life application of values. Scholars such as Ibn Khaldun emphasize the importance of reflecting on the lessons taught by relating them to Islamic values and their application in daily life. An effective closing can be done by summarizing the material that has been taught, giving a related moral or spiritual message, and closing with a prayer, which not only ends the session on a spiritual note but also leaves a deep impression on the students.

This whole process requires teachers to have a deep understanding of Islam and the ability to integrate Islamic values into all aspects of learning. This shows that in Islamic education, opening and closing lessons is not just a routine but an important part of the educational process that aims to shape students' characters in accordance with Islamic values. (Ismaraidha, Zannatunnisya, 2020)

Islamic education experts also emphasize the importance of a holistic approach to education, where students' spiritual, intellectual and social aspects are developed harmoniously. Therefore, effective lesson opening and closing skills are not just about delivering the material, but also about how to inspire students to apply Islamic values in every aspect of their lives.

3. Challenges and Potential Development in the Implementation of Opening and Closing Lesson Skills

In the implementation of opening and closing skills, there are various challenges and development potentials that can be seen from the perspective of Islamic education. Islamic education experts have identified that one of the main challenges is how to effectively integrate Islamic values in every aspect of learning without compromising the depth of academic material that must be delivered. This challenge is made more complex by the diversity of students' backgrounds and levels of religious understanding,

which requires a flexible and adaptive approach from teachers.

In line with this, Yusuf al-Qaradawi emphasizes the importance of Islamic education that is able to answer the needs of the times, including in the skills of opening and closing lessons. He argues that the learning approach must be relevant to contemporary issues and able to instill Islamic values that can be applied in various life situations. This is both a challenge and a potential development, where teachers need to keep updating their knowledge and teaching methodology to keep it relevant and interesting for students.(Charles Rangkuti, Rustam Ependi, 2023)

From the perspective of development potential, Islamic education provides ample room for innovation in learning. Educational technology, for example, can be utilized to make the opening and closing of lessons more interactive and engaging. Using digital media to display inspiring stories from Islamic history or simulations that link the subject matter to practical applications of Islamic values in daily life can increase students' understanding and interest.

Development potential also lies in teacher training. As suggested by Syed Muhammad Naquib al-Attas, teacher education should go beyond the technical aspects of teaching and include developing a philosophical and spiritual understanding of Islamic education. Thus, teachers not only teach the subject matter but also become role models in the application of Islamic values.

A multidisciplinary approach in curriculum development is also an important potential development. The integration of modern science and Islamic values in learning can open students' minds to the fact that Islam is a religion that teaches a balance between the world and the hereafter. It also shows that Islam has a broad and inclusive view of science and technology.(Kadir & Rukiyah, 2018)

The challenges in implementing opening and closing skills in Islamic education provide opportunities for reflection and innovation in educational practice. Through innovative curriculum development, comprehensive teacher training and the utilization of educational technology, the potential for creating learning that is more dynamic, inspiring and relevant to Islamic values is enormous. This demonstrates the importance of constant adaptation and renewal in Islamic education to meet the needs and challenges

of the times.

CONCLUSION

The conclusion of the research on the skills of opening and closing lessons in the context of Islamic Religious Education (PAI) at Madrasah Aliyah Swasta Amaliyah Sunggal can be described into several important points:

- a. The research emphasized that the effectiveness of PAI learning is highly dependent on the skills of opening and closing the lesson. Opening involves prayer, brief motivation, and linking the material to real life, and closing includes summary, reflection, and prayer.
- b. The use of inspirational stories and reflective questions in learning shows an increase in students' activeness and curiosity. This indicates that the interactive and contextual approach to learning is very effective in attracting students' interest and participation.
- c. The implementation of lesson opening and closing skills faces several challenges, including variations in learning methods, student understanding, integration of Islamic values and limited resources. This suggests that teachers' professional development and adequate resource allocation are important to overcome these challenges.

This study presents evidence of the importance of opening and closing skills in improving the effectiveness of PAI learning. Through effective, innovative and relevant approaches, PAI learning can be more engaging, motivating and impactful on students' lives. This requires commitment from teachers to continuously develop their professional skills and use available resources efficiently to overcome the challenges.

REFERENCE

- Agustia, N. R., Batubara, F. A., & Nofianti, R. (2023). Bimbingan Orang Tua Terhadap Anak Dalam Menanamkan Kesadaran Beribadah Sholat di Desa Kelambir V Kebun Kab. Deli Serdang. *Jurnal Pendidikan Dan Konseling*, 5(2), 2490. <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/13601/10339>
- Akbar, H. U. dan P. S. (2009). *Metodologi Penelitian Sosial*. PT Bumi Aksara.
- Charles Rangkuti, Rustam Ependi, N. A. (2023). *Mengembangkan Metode Menghafal Al-Quran: Pendekatan Kecerdasan Majemuk*. PT Green Pustaka Indonesia.

- Ependi, R. (2020). *Solution To Islamic Education Problems Transitive Islamic*. 8(11), 730–738.
- Fauzi, W. N. A. (2021). Pelaksanaan Membuka dan Menutup Pelajaran oleh Guru Kelas 1 Sekolah Dasar Semasa Pandemi Covid-19: Indonesia. *Jurnal Al-Mafahim: Pendidikan Guru ...*, 5(1), 17. <https://doi.org/http://ejournal.stit-alkifayahriau.ac.id/index.php/almafahim/index>
- Imelda, R., & Harahap, M. Y. (2023). View of Muhasabah An-Nafs untuk Mengenal Potensi Diri Siswa di Madrasah Aliyah Swasta Miftahussalam Medan. *Jurnal Pendidikan Dan Kewirausahaan*, 11(2), 400–414. <https://doi.org/https://doi.org/10.47668/pkwu.v11i2.748>
- Ismaraidha, Asmidar Parapat, Nanda Rahayu Agustia, O. S. (2020). Internalisasi Nilai Keagamaan Dalam Keluarga Masyarakat Pesisir Untuk Menumbuhkan Karakter Peduli Lingkungan Pada Anak. *Nusantara: Jurnal Ilmu Pengetahuan Sosial*, 7(2), 408–420. <https://doi.org/http://dx.doi.org/10.31604/jips.v10i4.2023.1589-1594>
- Ismaraidha, Zannatunnisya, O. A. (2020). Peranan Ikatan Remaja Mesjid Gemar Dalam Pembinaan Akhlak Remaja Di Desa Pahlawan Kabupaten Batubara. *Nusantara: Jurnal Ilmu Pengetahuan Sosial*, 7(2), 408–420. <https://doi.org/http://dx.doi.org/10.31604/jips.v9i9.2022.3426-3431>
- Kadir, M., & Rukiyah, I. (2018). Keterampilan Dasar Mengajar Mahasiswa Program Studi PGMI IAIN Samarinda: Studi pada Mahasiswa yang Mengajar di Sekolah Dasar dan Madrasah Ibtidaiyah Samarinda. *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, 6(2), 233–246. <https://doi.org/10.21093/sy.v6i2.1385>
- Kafi, L., & Ritonga, A. A. (2023). *Keterampilan Dasar Guru dalam Pembelajaran Pendidikan Agama Islam*. 9(2), 576–585. https://doi.org/https://doi.org/10.31943/jurnal_risalah.v9i2.573
- Kartono, K. (1996). *Pengantar Metodologi riset Sosial*. Mandar Maju.
- Moleong, L. J. (2000). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Muhammad Rouf. (2016). Memahami Tipologi Pesantren dan Madrasah sebagai Lembaga Pendidikan Islam Indonesia. *Tadarus*, 5(1), 70.
- Nawawi, H. (1998). *Metode Penelitian Bidang Sosial*. UGM.

Rahayu, I. T. (2004). *Observasi dan Wawancara*. Bayu Media.

Rozana, S. (2024). Teachers' Strategies In Overcoming Learning Difficulties Of Al-Qur'an Indyslexic Students. *International Journal of Teaching and Learning (INJOTEL)*, 2(7), 1851–1862.

Sudarto. (1997). *Metodologi Penelitian Filsafat*. Raja Grafindo Persada.

Sudarwan Danim. (2002). *Menjadi Peneliti Kualitatif Rancangan Metodologi, Presentasi, dan Publikasi Hasil Penelitian untuk Mahasiswa dan Penelitian Pemula Bidang Ilmu Sosial, Pendidikan, dan Humaniora*. Remaja Rosdakarya.

Syarifuddin, Mukhlis Malik, M. K. (2024). Pembinaan Akhlakul Karimah Pada Siswa Sma Swasta Ar-Rahman Kecamatan Helvetia Medan Developing Karimah Achievements In Ar-Rahman Private High School Students , District Helvetia Medan Al-Hasanah : Jurnal Pendidikan Agama Islam Al-Hasanah : Jurnal Pendidik. *Al-Has a Na h: J Ur Nal Pen Di Di Ka n A Gam a I s Lam*, 9, 282–299.

Widya, R. dan M. (2019). Metode Penanaman Nilai Moral Dan Agama Pada Anak Usia Dini Di Paud Ummul Habibah Desa Kelambir V Kebun. *Jurnal Abdi Ilmu*, 12(2), 58–63. <http://jurnal.pancabudi.ac.id/index.php/abdiilmu/article/view/715>