



Emotional Intelligence in Islamic Religious Education Learning: Approach, Implementation, and Impact on Student Character Development

Riska Susanti^a, Muhammad Nukman^b

^aInstitut Agama Islam Negeri Metro, Indonesia

^bUniversitas Islam Riau, Indonesia

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ABSTRACT

The application of emotional intelligence in Islamic Religious Education learning, with a focus on the approach, implementation, and impact on the development of student character. Emotional intelligence is considered crucial in this context because it affects how students interact with Islamic religious materials, fellow students, and the school environment. The implementation of emotional intelligence in learning is expected to improve students' understanding of religious values, as well as strengthen their character in everyday life. This study highlights the importance of integrating emotional intelligence in the context of Islamic religious education to support the formation of holistic and ethical personalities in future generations. The results of the study indicate that the development of emotional intelligence in Islamic Religious Education learning has a positive impact on the formation of student character. Students become better able to manage emotions, empathize, and interact well. This contributes to increased academic achievement, prosocial behavior, and psychological well-being of students. Thus, emotional intelligence is an important component in Islamic Religious Education learning to realize the goals of character education.

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Corresponding Author:

Riska Susanti
Institut Agama Islam Negeri Metro
Jl. Ki Hajar Dewantara No.15A, Iringmulyo, Kec. Metro Tim., Kota Metro, Lampung 34112
Email: riskasusanti@metrouniv.ac.id

1. INTRODUCTION

Emotional Intelligence (EQ) has become one of the important topics in the world of education, especially in the formation of student character. In the context of Islamic Religious Education (PAI) learning, EQ has a very important role because it is in line with the main goal of religious education, namely to form individuals who are not only intellectually intelligent, but also have a complete, moral, and empathetic personality [1]. Islamic Religious Education provides a solid foundation in the formation of moral, ethical, and spiritual values that serve as guides in everyday life [2], [3]. However, PAI learning often focuses more

on cognitive aspects, such as understanding religious texts, Islamic laws, and doctrines of faith, so that it pays less attention to the development of students' emotional aspects.

In a modern world full of social challenges, emotional management skills are one of the essential abilities to form balanced and quality individuals [4]. According to Daniel Goleman [5] emotional intelligence includes the ability to recognize, understand, and manage one's own emotions as well as the ability to understand and influence the emotions of others. This is very relevant in PAI learning, where students are taught to manage conflict, build harmonious relationships, and develop empathy in accordance with Islamic values. Goleman also mentioned that emotions play a crucial role in rational decision-making. Therefore, developing EQ through Islamic Religious Education not only helps students in self-management, but also in facing more complex life challenges.

On the other hand, emotional intelligence provides a new dimension in Islamic Religious Education learning that can enrich students' learning experiences [6], [7]. The implementation of EQ in Islamic Religious Education learning can be done through innovative approaches, such as the use of moral stories from the Qur'an and Hadith, group discussions that explore Islamic values, self-reflection through worship practices, and activities that foster self-awareness and empathy for others [8]. By integrating Islamic teachings with the concept of EQ, students can learn to recognize their emotions, control them wisely, and strengthen healthy interpersonal relationships. This is in line with the concept of *tazkiyah al-nafs* (purification of the soul) in Islam, where emotional management is an important aspect in getting closer to Allah and maintaining harmonious relationships with other creatures.

This holistic approach not only benefits students individually, but also creates a more conducive learning environment. Teachers play an important role in creating a learning atmosphere that supports the development of EQ [9], such as by providing exemplary examples in managing emotions, creating a sense of security in the classroom, and facilitating healthy social interactions among students. By integrating emotional and spiritual approaches, Islamic Religious Education learning can be more meaningful and relevant to students. The impact of implementing EQ in Islamic Religious Education learning is clearly visible in the development of student character [10], [11]. Students who have high emotional intelligence tend to be better able to overcome life's challenges, have better social relationships, and live meaningful lives in accordance with Islamic values. They are better able to practice noble morals, such as patience, honesty, compassion, and tolerance, both within the family, school, and community. Thus, Islamic Religious Education learning that is integrated with EQ not only produces students who are intellectually intelligent, but also have superior character.

In this article, we will discuss in more depth the approaches that can be used to integrate EQ in Islamic Religious Education learning, the implementation of these strategies in the educational environment, and the significant impact they have on the development of student character. This integration is expected to produce a young generation that not only has intellectual skills, but also emotional and spiritual skills, which will ultimately contribute to the formation of a moral and empathetic society.

2. RESEARCH METHOD

This article uses a systematic literature review method to explore the concept of emotional intelligence, approaches in Islamic Religious Education (PAI) learning, implementation of relevant strategies, and their impact on student character development. This study was conducted by referring to various relevant and quality literature sources, including scientific journal articles, academic books, and education policy documents. A descriptive-analytical approach was used to process data from various literatures, with the aim of providing a comprehensive and in-depth picture.

The literature review began with data collection from literature that explicitly discussed the relationship between emotional intelligence and PAI learning. Literature searches were conducted systematically through digital platforms such as Google Scholar, ResearchGate, Scopus, and university journal databases, using keywords such as "emotional intelligence," "Islamic religious education," and "student character development." The selected literature included previous research, theory books, and relevant policy documents. After the literature was collected, the analysis process began by grouping data based on the main themes that were in accordance with the objectives of the article. Relevant data were classified into three broad categories: approaches, implementation, and impacts of emotional intelligence in PAI learning. Next, thematic analysis was conducted to find the main patterns in the literature, such as the relationship between emotional intelligence and Islamic values, emotional intelligence-based learning strategies, and the results of student character development resulting from the implementation.

The synthesis process was conducted to summarize findings from various literature sources. The information obtained was analyzed critically to ensure validity and relevance to the theme raised. This approach allows the article to present a narrative that is structured, logical, and supported by reliable data. The validity of this study was strengthened by using source triangulation, where the various literatures used

came from different perspectives to provide a more holistic view. In addition, a critical evaluation of the literature was conducted to ensure that only high-quality sources were used as the basis for the analysis. Through this method, this article is expected to provide comprehensive insights into the importance of integrating emotional intelligence in Islamic Religious Education learning. This study also aims to offer new insights into how an emotional intelligence-based approach can enrich the learning process and have a positive impact on student character development.

3. RESULTS AND DISCUSSION

The origin of the word "emotion" comes from the Latin *emovere*, which means "to move away." This meaning indicates that active action or response is at the heart of the emotional experience itself. In his study of emotional intelligence, Goleman [5] explains that emotional intelligence includes the ability to control oneself, maintain enthusiasm, demonstrate perseverance, and motivate oneself. He states that emotional intelligence is supported by five main elements, namely self-awareness, motivation, self-regulation, empathy, and the ability to build relationships with others. These five elements are the basis for individuals to develop emotional skills, which directly contribute to achieving superior performance, especially in the work environment. Empathy, as one of the main elements, allows a person to understand the feelings of others, while social skills support the ability to manage interpersonal relationships effectively [12]. Cooper and Sawaf's [13] research highlights that emotional intelligence has a more significant influence on a person's future development and success compared to intellectual intelligence, which is generally measured through Intelligence Quotient (IQ). Emotional intelligence works synergistically with cognitive skills; High-achieving individuals tend to have a combination of these two abilities. Without emotional intelligence, a person's cognitive potential cannot be utilized to its full potential. Shapiro [14] added that emotional intelligence plays an important role in helping individuals deal with personal and professional problems. In the context of work, emotional intelligence allows employees to manage emotions more effectively, face challenging tasks, and compete healthily in the workplace.

Intelligence is often understood as a person's ability to perform certain actions. The traditional understanding of intelligence tends to be limited to cognitive aspects that can be measured with numbers, such as report card grades or the ability to read, write, and count. However, Goleman [15] reminds us that human intelligence is much more diverse. He identified various types of emotions, including anger (e.g. angry and upset), sadness (heartbroken and melancholy), fear (anxious and worried), pleasure (happy and proud), love (friendship and affection), surprise, disgust, and shame. Each of these emotions has an important role in human life and must be managed well to create emotional balance.

Goleman [5] defines emotional intelligence as a person's ability to manage their emotional life intelligently. It includes skills such as self-awareness, self-control, motivation, empathy, and social skills. In the context of education, emotional intelligence is essential to support students' learning achievement. Teachers have a key role in developing students' emotional intelligence, as this ability enables them to manage emotions effectively during the learning process, increase awareness of learning, and achieve higher achievements both academically and non-academically. Emotional intelligence also helps individuals to regulate their emotions appropriately, assess life satisfaction, and manage moods healthily. In the context of learning, students who have good emotional intelligence tend to be better able to cope with stress, work together with others, and achieve their maximum potential. Therefore, understanding and developing emotional intelligence is not only relevant for students, but also becomes an important foundation for every individual in living a balanced and meaningful life.

Holistic Approach in Education

A holistic approach emphasizes the importance of integrating various aspects of learning, such as emotional intelligence and Islamic teachings, to create a learning experience that not only focuses on cognitive aspects, but also includes the emotional and spiritual dimensions of students. This approach does not view humans as a collection of separate parts, but rather as whole individuals, where each aspect—be it intellectual, emotional, social, physical, or spiritual—contributes to the formation of a balanced personality. In contrast to the reductionist approach that often breaks down a phenomenon into isolated parts for analysis, the holistic approach sees the relationship between dimensions in a broader context. In education, this approach aims to develop individuals holistically, integrating various aspects of learning to achieve overall well-being and success. For example, this approach not only prioritizes academic results, but also pays attention to emotional balance, social relationships, and students' spiritual understanding.

According [16] holistic education is an effort to develop students holistically by emphasizing aspects of religiosity, imagination, intellectual, cultural, aesthetic, emotional, and physical motor skills. This education aims to direct all these aspects towards awareness of the individual's relationship with God as the main goal of life. This reflects the importance of a balance between material and spiritual knowledge that involves all parties, such as family, school, and community, and pays attention to the local cultural context.

Research [17] stated that holistic education aims to help individuals develop their potential in a fun, democratic, and humanistic learning atmosphere. Through this approach, students are expected to be able to achieve self-awareness (learning to be), have the courage to make decisions, be responsible for their choices, and develop life skills that can be applied in society. The holistic approach also integrates character development into every aspect of school life, emphasizing the importance of active interaction and structured programs to realize effective character education. The holistic approach has unique characteristics that distinguish it from other methods. Research [18] defines the holistic approach as a collaborative learning process between teachers and students that complement each other, both in general and special classroom contexts. Research [19] added that this approach provides specific and contextual guidance to solve various social problems, thus creating relevant and effective solutions.

Some characteristics of the holistic approach include integration in the learning process, appreciation of the learning experience, orientation to the process and results, collaborative nature in problem solving, and reflection and dynamic construction of understanding. This approach not only provides knowledge, but also instills values that shape students into whole individuals who are ready to face the challenges of life. By combining elements of emotional intelligence and spiritual values, the holistic approach makes education a meaningful and relevant process. This allows students to not only excel academically, but also have emotional and spiritual intelligence that supports them in living a balanced and meaningful life.

Implementation of Emotional Intelligence in Islamic Religious Education Learning

Learning strategy is a key element in the educational process, including in Islamic Religious Education (PAI) learning. This strategy includes a series of activities involving various methods, approaches, and utilization of resources with the aim of achieving optimal learning outcomes. Learning strategy is something that must be considered by educators in implementing the learning process [20]. Furthermore, Explain that learning strategies include materials, pre-learning activities, and active participation of students integrated into the learning procedure [21]. Added that learning strategy is a combination of activity sequences, material arrangements, utilization of aids, and time management in the learning process to achieve predetermined goals [22].

PAI learning functions as a systematic process, starting with planning, implementation, and ending with evaluation. This evaluation is not only intended to assess learning outcomes, but also to reflect the gap between plans and implementation, in order to improve the quality of the learning process in the future [23]. In this context, learning strategies are not only a tool for transferring religious knowledge, but also for shaping students' character, including their ability to manage emotions. Learning strategies in the context of Islamic Religious Education can be interpreted narrowly or broadly. In a narrow sense, strategies are often considered identical to learning methods, namely certain ways or techniques used to achieve goals. However, in a broader sense, strategies include more comprehensive elements. Research [24] mention four main elements of strategy: setting goals, choosing the most effective approach, determining steps to achieve them, and establishing criteria for evaluating success.

In implementing learning, the four elements of the strategy can be applied through the following steps [25]: Determining the characteristics and qualifications of learning objectives, such as changes in student behavior and personality. Choosing an effective learning approach that suits students' needs. Designing appropriate learning procedures, methods, and techniques. Determining standards and criteria for evaluating success, including expected minimum norms and achievements. In the context of Islamic Religious Education learning, emotional intelligence is an important element to support the balance between intellectual and emotional intelligence. This balance allows students to not only become intellectually intelligent individuals, but also have the ability to manage emotions, empathize, and motivate themselves. According to Goleman [5], emotional intelligence plays a greater role than intellectual intelligence in determining a person's success. Emotional intelligence also has advantages because it can be developed throughout life through learning and practice, unlike intellectual intelligence which tends to be stable.

The implementation of emotional intelligence in Islamic Religious Education learning can be done in various ways, such as providing space for students to express their feelings, building self-awareness of Islamic values, and creating a learning environment that supports emotional management and the development of empathy. With this approach, students are not only able to understand religious teachings intellectually, but also apply them in their daily lives with full awareness and emotional balance. This emotional intelligence-based learning has a positive impact on the development of student character, such as the ability to control emotions, think creatively, and interact socially effectively. In the long term, students who are able to manage their emotional intelligence tend to be better prepared to face life's challenges and contribute positively to society, making them individuals who are not only superior in academic aspects, but also moral and empathetic.

The Role of Teachers in Developing Emotional Intelligence in Islamic Religious Education

Teachers play a very important role in determining the success of the teaching and learning process. The role of teachers is not only as teachers who deliver material, but also as guides, facilitators, and emotional supporters of students. As stated by [26], the role of teachers in teaching and learning activities is to create a series of directed and interrelated behaviors, with the main goal of supporting behavioral changes and student development. In the context of Islamic Religious Education (PAI) learning, the role of teachers includes various aspects, including building a learning environment that is conducive to the development of students' emotional intelligence. As a demonstrator, teachers not only act as transmitters of knowledge, but also as role models who reflect the values taught. Teachers must master the material well and continue to develop their skills to ensure that the learning provided is relevant and meaningful to students. By demonstrating a professional attitude and positive personality, teachers can provide concrete examples for students on how to manage emotions and behave in accordance with Islamic teachings.

In their role as classroom managers, teachers are responsible for creating a safe, comfortable learning environment that supports students' intellectual and emotional development. A good learning environment not only attracts students' interest in learning, but also provides a sense of confidence and satisfaction in achieving their goals. Teachers must ensure that the classroom is well organized, a conducive atmosphere is created, and existing facilities are used optimally. In addition, teachers need to guide students towards independent behavior, where students are gradually able to reduce their dependence on teacher direction and manage their own learning activities. As mediators and facilitators, teachers play an important role in introducing students to various learning resources. Teachers must have a good understanding of relevant learning media to increase the effectiveness of the teaching and learning process. According to Sadirman [27], a teacher as a facilitator is tasked with creating a learning atmosphere that supports student development. By providing the right facilities and guidance, teachers help students to understand the subject matter better, while encouraging effective interaction between students and teachers and between students.

The role of teachers as evaluators is also no less important. Teachers must be able to assess the effectiveness of the learning process, measure students' mastery of the material, and evaluate the success of the methods used. This evaluation not only helps teachers understand the extent to which learning objectives have been achieved, but also provides feedback to improve future teaching strategies. Through a continuous evaluation process, teachers can ensure that learning is going according to expectations and that the results achieved by students are optimal. The role of teachers is very important in helping the development of students, both in intellectual, emotional, and spiritual aspects. Teachers are not only tasked with teaching knowledge, but also helping students understand and apply life values, developing their potential to the maximum, and guiding them to become balanced individuals. In the context of Islamic Religious Education, teachers play a role in shaping students to be able to manage their emotions according to religious teachings, develop empathy, and build harmonious social relationships. Thus, the role of teachers is the main foundation in producing a generation that is not only intellectually intelligent, but also has emotional intelligence that supports a better community life.

The Impact of Emotional Intelligence on Student Character Development

The implementation of emotional intelligence in education has a significant impact on student character development. One of the main impacts is increased empathy and the ability to establish healthy interpersonal relationships. Empathy, as the ability to understand and feel the feelings and perspectives of others, helps students become more sensitive to the needs and situations of those around them. In addition, healthy interpersonal relationships enable students to establish effective communication, build trust, and create positive cooperation. These skills are not only important in the school environment, but also contribute to forming a harmonious community and supporting students' personal development.

Another impact that is no less important is strengthening students' relationships with God. A strong spiritual relationship provides a solid foundation for managing emotions and guiding students' behavior in accordance with religious values. By establishing a close relationship with God, students can find inner peace and well-being, which helps them overcome negative emotions such as anxiety and restlessness. In addition, this spiritual relationship also hones students' empathy and concern for others, because the values of compassion and concern are taught in religious teachings. Spiritual practices such as dhikr and fasting help students develop self-control, patience, and the ability to delay gratification for the sake of long-term good. This relationship also helps students deal with guilt through repentance and istighfar, which provide a sense of constructive regret and an opportunity to improve themselves.

The formation of Islamic character is also one of the main outcomes of emotional intelligence learning based on religious values. In this case, learning not only focuses on personal development, but also prepares students to become individuals who contribute positively to society in accordance with Islamic teachings. Islamic character is formed through the development of spiritual awareness (taqwa) which is the

foundation for every student's actions and decisions. With this awareness, students are able to manage their emotions wisely and act based on the values of piety.

Values such as empathy, justice, compassion, and mutual assistance are taught in emotional intelligence learning, so that students are able to understand and respond to the needs of others with a good attitude. In addition, the ability to control negative emotions such as anger and disappointment, as well as patience in facing challenges, are important elements in the formation of Islamic character. Honesty and integrity are also emphasized as the main foundation in students' lives, helping them become trustworthy and responsible individuals. Islamic character development through emotional intelligence includes the holistic development of students' potential, both intellectually, emotionally, and spiritually. Students are taught to manage their emotions, motivate themselves, and build positive social relationships. Thus, the impact of this emotional intelligence not only improves the quality of individuals personally but also makes a real contribution to the formation of a better society in accordance with Islamic values.

4. CONCLUSION

Emotional intelligence in Islamic Religious Education learning is a crucial concept in efforts to develop students' character. This approach not only emphasizes the intellectual aspect, but also includes the development of emotional and spiritual abilities rooted in the values of Islamic teachings. By integrating emotional intelligence into learning, students are trained to recognize and manage emotions, increase empathy, and strengthen spiritual relationships with Allah, all of which are important foundations in forming a whole person. The implementation of emotional intelligence in Islamic Religious Education learning is carried out through comprehensive methods and approaches. Students are taught not only to understand moral and spiritual values, but also to apply them in everyday life. The impact is very significant, because students who are able to manage their emotions tend to have good self-control, a high sense of responsibility, and the ability to contribute positively to society. Values such as empathy, honesty, patience, and compassion are integral parts of their character formation. Overall, the emotional intelligence approach in Islamic Religious Education learning provides a solid foundation for the development of student character that is balanced between intellectual, emotional, and spiritual intelligence. This approach creates a generation that not only excels in academic aspects, but also has high emotional sensitivity, noble morals, and a strong commitment to Islamic values. Thus, the integration of emotional intelligence in Islamic Religious Education is a strategic step to form individuals who have character, morals, and are ready to face life's challenges with wisdom.

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