

OPTIMIZING ISLAMIC RELIGIOUS EDUCATION CURRICULUM: UNVEILING THE INFLUENTIAL FACTORS

Munawir

Universitas KH. Abdul Chalim, Indonesia

munawirluluk@gmail.com

Abstract

This study aims to identify factors that influence students' academic achievement in Islamic religious education at Madrasah Aliyah Bidayatul Hidayah. A quantitative method was used involving 34 teachers as the population, using total sampling. Data were collected through a survey and analyzed using multiple linear regression. The results showed that resource availability, teacher competence, student participation and family support significantly influenced students' academic achievement partially and simultaneously, with teacher competence being the most dominant factor. Limitations of this study include the limited generalizability of the results to one educational institution and the use of quantitative methods only. Future research recommendations include using a holistic approach and developing more effective education policies.

Keywords: *Academic Achievement, Resources, Teacher Competence, Student Participation, Family Support.*

مستخلص البحث

هدف هذا البحث إلى تحديد العوامل التي تؤثر على التحصيل الأكاديمي للطلاب في تعليم التربية الدينية الإسلامية في المدرسة الثانوية الإسلامية بداية الهداية. تم استخدام المنهج الكمي بمشاركة ٣٤ معلماً يمثلون مجتمع الدراسة، باستخدام أسلوب العينة الكاملة. تم جمع البيانات من خلال استبيان وتم تحليلها باستخدام الانحدار الخطي المتعدد. أظهرت النتائج أن توفر الموارد، وكفاءة المعلمين، ومشاركة الطلاب، ودعم الأسرة لها تأثير كبير على تحصيل الطلاب الأكاديمي، سواء بشكل فردي أو جماعي، مع كون كفاءة المعلمين العامل الأكثر تأثيراً. من حدود هذا البحث أنها تقتصر على مؤسسة تعليمية واحدة ولا تعتمد إلا على الأساليب الكمية. لذا، توصي الأبحاث المستقبلية باستخدام نهج شامل وتطوير سياسات تعليمية أكثر فعالية.

الكلمات المفتاحية: التحصيل الأكاديمي والموارد وكفاءة المعلمين ومشاركة الطلاب ودعم الأسرة.

INTRODUCTION

Islamic religious education plays an important role in shaping the character and morality of individuals in Muslim societies (Komalasari & Yakubu, 2023; Komariah & Nihayah, 2023; Lubis et al., 2024). Complex and dynamic challenges in the contemporary era demand optimization in the Islamic religious education curriculum to ensure its relevance to the needs and demands of the times (Ali & Noor, 2019; Mania et al., 2024). In the midst of rapid social, technological and cultural changes, a deep understanding of the factors that influence curriculum development is becoming



increasingly important (Abulibdeh et al., 2024; Graham & Colin, 2023; Rasheed, 2023; Supa'at & Ihsan, 2023; Udoudom et al., 2023). This study aims to uncover factors that play a role in the optimization of the Islamic religious education curriculum, open new perspectives on the role and contribution of Islamic religious education in facing contemporary challenges and explore and analyze crucial variables such as resource availability, teacher competence, student participation, and family support that have the potential to influence students' academic achievement in Islamic religious subjects. Through a multiple linear regression approach, this study aims to provide in-depth insights into the factors that can be optimized in Islamic religious education curriculum development, which will help in designing more effective and relevant educational approaches in addressing the needs of modern Muslim societies.

The need to optimize the Islamic religious education curriculum to be more responsive to the challenges and changes of the times is very urgent and urgent (Arifin, 2023; Guna et al., 2024; Sofiyandi et al., 2024). Many reports and articles in the mass media have highlighted the lack of relevance and effectiveness of the Islamic religious education curriculum in meeting the demands of modern society (Amirudin, 2019; Rusman, 2021). An article on the website of the Directorate of Islamic Higher Education of the Ministry of Religious Affairs of the Republic of Indonesia states that Islamic education in educational institutions faces challenges of minimal time allocation, stagnant curriculum, monotonous learning, and lack of resources. As a result, Islamic education is marginalized as a complement, considered important but not a priority (Bisri, 2018). Newspaper articles also often raise issues related to the Islamic religious education curriculum that needs to be updated and adapted to the needs of the times (Isnaeni, 2023; Syamsuri, 2017). Definitions and ideas about factors affecting curriculum effectiveness, such as resource availability, teacher competence, student participation and family support, can be drawn from education and psychology literature (Hanaysha et al., 2023; Javornik & Klemencič Mirazchiyski, 2023; Maciej Serda et al., 2013; Mpuangnan & Ntombela, 2023; Thornby et al., 2023; Timotheou et al., 2023). The relationship between variables in this study is that resource availability, teacher competence, student participation, and family support are believed to affect students' academic achievement in Islamic religion subjects.

In recent literature, Islamic religious education is recognized as playing a crucial role in shaping the character and morality of individuals in Muslim societies. Research findings Suhayib & Ansyari, (2023) stated that Islamic Religious Education (IRE) is generally designed to help students contribute at the personal, local, and national levels. Research findings Atthallah & Safana, (2024) stated pedagogical approaches such as cooperative learning and multimedia resources are effective

in enhancing students' learning experience. However, opportunities for improvement were identified in curriculum content, teacher competence, and community involvement. Research findings (Budiarto & Salsabila, 2022) stated that optimizing this education is important because it is the basis for character building and the way of thinking of each individual. Various theories and research (Komalasari & Yakubu, 2023; Komariah & Nihayah, 2023; Lubis et al., 2024) highlight the need to optimize the Islamic religious education curriculum to face contemporary challenges. (Ali & Noor, 2019; Mania et al., 2024). However, there are gaps in the literature regarding an in-depth understanding of the factors that influence curriculum development (Abulibdeh et al., 2024; Graham & Colin, 2023; Rasheed, 2023; Supa'at & Ihsan, 2023; Udoudom et al., 2023). Media articles and government reports point to the shortcomings and lack of relevance of the Islamic religious education curriculum in meeting the demands of modern society (Amirudin, 2019; Bisri, 2018; Rusman, 2021). Definitions and ideas about factors such as resource availability and teacher competencies are drawn from education and psychology literature (Hanaysha et al., 2023; Javornik & Klemenčič Mirazchiyski, 2023; Maciej Serda et al., 2013; Mpuangnan & Ntombela, 2023; Thornby et al., 2023; Timotheou et al., 2023). This study aims to fill this gap by exploring and analyzing crucial variables that influence the optimization of the Islamic religious education curriculum, such as resource availability, teacher competence, student participation, and family support. By conducting a multiple linear regression approach, this study will provide in-depth insights into the factors that can be optimized in Islamic religious education curriculum development, which will help in designing a more effective and relevant educational approach in addressing the needs of modern Muslim societies.

This research focuses on optimizing the Islamic religious education curriculum amidst complex and dynamic contemporary challenges. The context of this study is unique because it explores the factors that influence curriculum optimization in the Indonesian context, where Islamic religious education plays an important role in shaping the character and morality of individuals in Muslim societies. This study complements previous research by expanding the understanding of crucial variables that influence curriculum optimization, such as resource availability, teacher competence, student participation and family support. This study is in a central position among other studies on related themes as it makes new contributions in the specific Indonesian context and enriches the literature with in-depth insights into the factors influencing Islamic religious education curriculum optimization. The novelty of this study lies in the multiple linear regression approach used to analyze the relationship between those variables and students' academic achievement, as well as in providing concrete recommendations for curriculum

improvement. The main contribution of this study is to provide a deeper understanding of the factors that can be optimized in the development of Islamic religious education curricula in Indonesia, as well as to design educational approaches that are more effective and relevant in addressing the needs of modern Muslim societies. By conducting a comprehensive review of the areas studied, this study makes a significant contribution to improving the understanding and practice of Islamic religious education in Indonesia.

This research question aims to examine the relationship between crucial variables, such as resource availability, teacher competence, student participation and family support, with students' academic achievement in Islamic religious education. The argument or hypothesis to be tested is that these factors significantly affect students' academic achievement in Islamic religious education. It is important to answer this research question because the development of an effective and relevant Islamic religious education curriculum is crucial in facing contemporary challenges and ensuring quality education for the Muslim community in Indonesia. This study is an important contribution as it provides a deeper understanding of the factors that influence the optimization of the Islamic religious education curriculum in Indonesia, as well as designing a more effective and relevant educational approach in addressing the needs of modern Muslim society. In the context of literature review, recent relevant academic works highlight the need for Islamic religious education curriculum optimization to improve the quality of education and achieve better academic achievement (e.g. Ali & Noor, 2019; Mania et al., 2024). These findings suggest that this study can make a significant contribution in filling the knowledge gap and enriching the literature with a deeper understanding of the factors that influence the effectiveness of the Islamic religious education curriculum.

OVERVIEW

Resource Availability

Resource availability refers to the availability and accessibility of various types of resources needed to support the education process, including physical facilities, teaching materials, equipment and qualified educators (Bett & Ahonobadha, 2024; Bizimana, 2011; Maseciso & Makhate, 2020; Netshidzivhani et al., 2024; Stephen, 2024; Usman, 2016). Factors that influence the availability of resources may include adequate budget allocations, supportive education policies and efficient and transparent management of education resources (Katureebe et al., 2023; Khasanatun & Permana, 2023). In addition, external factors such as economic, political and social conditions can also affect the availability of resources in the context of Islamic religious education (Gifford & Nilsson, 2014; Idris et al., 2022; Rahman & Bukhari, 2005). Indicators of resource availability can be measured

through various methods, including an assessment of the school's physical infrastructure, the availability of teaching materials and learning equipment, and an evaluation of the qualifications and number of teachers available to teach Islamic religious education subjects (Komalasari & Yakubu, 2023; Rasheed, 2023).

Teacher Competency

Teacher competencies refer to the combination of various skills, knowledge, attitudes, and practices required to effectively teach and facilitate student learning (Kilag et al., 2024; Matitaputty et al., 2024; Poonputta & Nuangchalem, 2024). Factors that influence teacher competence include education and training received, teaching experience, motivation, and the ability to adapt to the needs of students and diverse learning environments (Chen et al., 2024; Dara et al., 2024; Madanat et al., 2024). In addition, support from the school and effective leadership can also affect the level of teacher competence in teaching Islamic religion subjects (Harun et al., 2024; Muthohharoh et al., 2024; D. M. Ramdani et al., 2024; Tahir et al., 2024). Indicators of teacher competence include evaluation of pedagogical knowledge and skills, mastery of teaching materials, ability to apply a variety of effective learning strategies, and ability to facilitate inclusive and technology-based learning (J. Harris et al., 2009; Jannah et al., 2020; Sailer et al., 2021; D. D. Smith & Tyler, 2011).

Student Participation Level

The level of student participation is an important element in the context of Islamic religious education (Huda et al., 2022; Saraya et al., 2023; Tamuri et al., 2013; Wahyuni & Bhattacharya, 2021). Student participation refers to the level of active involvement and interaction of students in the learning process, both verbally and non-verbally (Al-Ghafri, 2018; Ho et al., 2023; Maziha et al., 2011; Mustapha et al., 2010). Factors that influence the level of student participation include intrinsic and extrinsic motivation, perceptions of the relevance of teaching materials, self-confidence, support from teachers and peers, and supportive learning environment conditions (Arianto & Yasin, 2023; Maheshwari, 2021; Saeed, 2021; Wei et al., 2022). In addition, the teacher's teaching style, engaging learning design, and the use of technology can influence the level of student participation in Islamic learning (Djazilan & Hariani, 2022; Mansir & Karim, 2020; Winarto et al., 2020). Indicators of the level of student participation may include the number of student interactions in class discussions (Park et al., 2015; Vu & Fadde, 2013), and the level of student activeness in completing learning tasks (Bossert, 1988; Ma et al., 2015; Meece et al., 1988), as well as the level of attendance and involvement in learning activities and the level of attendance and involvement in extracurricular or religious activities at school (Driessens, 2015; Karlina, 2024).

Family Support

Family support is an important aspect in the context of Islamic religious education (Rofiq et al., 2024; Yulianto & Darmawan, 2024). Family support refers to the level of support, involvement and participation of parents or guardians in their children's education process. (Desforges & Abouchaar, 2003; Fitriani & Istaryatiningtias, 2020; Shao et al., 2022). This definition emphasizes the role of the family as a partner in the education process of their children, including in Islamic religious learning at home and at school. This definition emphasizes the family's role as a partner in children's education, providing emotional support (Hoagwood et al., 2010; T. E. Smith et al., 2020) financial (Brody et al., 1994), and practical in facilitating their learning and religious character development (Hoon, 2014; Pradana et al., 2020; Pratama et al., 2023). Factors that influence the level of family support may include parents' level of education, family economic conditions, culture and values, and communication and interaction between family members (Hermino & Arifin, 2020; Tuychieva et al., 2021; Zhang, 2012). Indicators of family support variables include the frequency of parental participation in school activities, the level of involvement in children's learning at home, financial support for extracurricular activities or teaching materials, and the quality of communication and relationships between parents and schools (Desforges & Abouchaar, 2003; Hernández-Padilla et al., 2023).

Student Academic Achievement

Students' academic achievement in Islamic religious education subjects is a key element in evaluating the effectiveness of the Islamic religious learning process in schools (Arsul et al., 2021; Chamami et al., 2022). Student academic achievement refers to the level of student mastery of teaching materials (Laelandi et al., 2022; A. Ramdani et al., 2021). Their ability to apply Islamic religious concepts in the context of daily life (Douglass & Shaikh, 2004; Rosniati et al., 2020) and their progress in achieving the set learning objectives (Filmer et al., 2006; Li et al., 2011). Factors that influence students' academic achievement in Islamic religious education subjects include the quality of teaching by teachers, the level of student participation in learning, support from families, as well as the availability of adequate educational resources (Chapman & Adams, 2002; Glewwe et al., 2021; Hightower et al., 2011). In addition, internal factors such as students' motivation, interest and ability also play an important role in determining their academic achievement in Islamic religion subjects (Latipah et al., 2020; Wahyuni & Bhattacharya, 2021). Indicators of students' academic achievement variables in Islamic religious education subjects may include test scores, knowledge test results, performance assessments, as well as direct observation of students' ability to apply Islamic religious concepts in daily life (Filmer et al., 2006; Hightower et al., 2011; Li et al., 2011).

METHOD

The research method used in this study is quantitative with a survey approach. The location of the research was Madrasah Aliyah Bidayatul Hidayah which is located in Peh Ngalon, Mojogeneng, Jatirejo, Mojokerto Regency, East Java. The population in this study were all 34 teachers, and the sample determination used the census or total sampling method, which means that all teachers were used as samples. Data collection was conducted through a survey using a Likert scale-based questionnaire to measure the level of perception of the variables studied. Data analysis techniques were carried out using descriptive statistical analysis to analyze sample characteristics, as well as multiple linear regression analysis to identify the relationship between the variables studied. The collected data were then processed using SPSS version 26 statistical software to obtain statistically interpretable analysis results.

RESULTS AND DISCUSSION

Results

In the analysis using SPSS, partial and simultaneous tests were conducted to understand the relative contribution of each independent variable to the dependent variable. First, the independent variable observed is Resource Availability (X1), which includes textbooks, learning materials, supporting facilities and access to relevant technology. The partial test will provide an understanding of how significant its influence is on the dependent variable, namely Student Academic Achievement in Islamic Education Subjects (Y). Furthermore, the simultaneous test will involve all independent variables together, including Teacher Competence (X2), Student Participation Level (X3), and Family Support (X4). The results of this analysis will provide a comprehensive picture of the factors that influence students' academic achievement in Islamic religious education at Madrasah Aliyah Bidayatul Hidayah.

Table 1. Coefficient Test Results (partial)

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-1,395	1,384		-1,008	,319
Preparation_SD_X1	-2,551	,150	4,832	-17,066	,000
1 Teacher Competence_X2	2,566	,217	5,468	11,810	,000
Partis_Siswa_X3	1,685	,425	1,435	3,965	,000
Support_Family_X4	,014	,064	,034	,215	,031

a. Dependent Variable: Cap_Academic_PA1_Y

The results of multiple linear regression analysis show that the factors that influence students' academic achievement in Islamic Religious Education subjects at Madrasah Aliyah Bidayatul Hidayah are the availability of resources, teacher competence, the level of student participation, and family support. From the partial test results, it can be seen that resource availability (Beta = 4.832, $p = 0.000$), teacher competence (Beta = 5.468, $p = 0.000$), and the level of student participation (Beta = 1.435, $p = 0.000$) have a significant influence on student academic achievement, while family support (Beta = 0.034, $p = 0.031$) has a lower but still significant influence. This means that increasing resource availability, teacher competence and student participation can improve student academic achievement, while family support also contributes albeit to a lesser extent. These variables each make different contributions in explaining variations in students' academic achievement in Islamic religious education subjects, so it is important for educational institutions to pay attention to and improve these factors in order to improve the quality of Islamic religious education in the future.

Table 2. F Test Results (Simultaneous)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	666,614	3	222,205	467,079	,000 ^b
1 Residuals	23,311	49	,476		
Total	689,925	52			

a. Dependent Variable: Cap_Academic_PA1_Y

b. Predictors: (Constant), Supply_SD_X1, Competent_Teacher_X2, Partis_Siswa_X3, Support_Family_X4

The ANOVA simultaneous test results show that the regression model as a whole can significantly explain variations in students' academic achievement in Islamic Education subjects at Madrasah Aliyah Bidayatul Hidayah ($F = 467.079$, $p = 0.000$). This indicates that at least one of the independent variables used in the model (i.e. resource availability, teacher competence, student participation level, and family support) has a significant influence on the dependent variable. Thus, the results of this simultaneous test confirm that there is a significant relationship between the independent variables used in this study and students' academic achievement in Islamic religious education. This provides a strong basis to conclude that the factors considered in this study jointly contribute significantly to students' academic achievement in Islamic religious education subjects at Madrasah Aliyah Bidayatul Hidayah.

Discussion

The results of the analysis show that in the context of Madrasah Aliyah Bidayatul Hidayah, factors such as the availability of resources, teacher competence, the level of student participation, and family support have a significant influence on students' academic achievement in Islamic

Education subjects. This finding shows the importance of resource management (Glewwe et al., 2021; Greenwald et al., 1996; Permatasari & Tandiyuk, 2023), improving the quality of teaching by teachers (D. N. Harris & Sass, 2011; Rourke & Demonte, 2013; Westley, 2000), active involvement of students in the learning process (An, 2024; Sanulita et al., 2024; Saroinsong et al., 2024), and family support in improving student academic outcomes (Baniyah et al., 2023; Zhang et al., 2024). The theories underpinning these findings include constructivist learning theory and student participation theory which emphasize the importance of students' active interaction in the teaching-learning process (Alshuraiaan, 2023; Lisao et al., 2023), as well as the theory of parental involvement in education (Angraini et al., 2024), and parental involvement theory in children's education, which highlights the important role of families in supporting students' academic success (Galindo & Sheldon, 2012; LaRocque et al., 2011). Thus, these main results make an important contribution to the understanding of the factors that influence students' academic achievement in Islamic religious education, as well as practical implications for the development of more effective educational strategies in Islamic educational settings.

The results of this study confirm the importance of factors such as resource availability, teacher competence, student participation and family support in influencing students' academic achievement in Islamic religious education at Madrasah Aliyah Bidayatul Hidayah. This confirmation is in line with constructivist learning theories that emphasize the active role of students in learning (Mayer, 2009; Suhendi & Purwarno, 2018) and the theory of parental involvement in children's education that highlights family support for students' academic success (Castro et al., 2015; Galindo & Sheldon, 2012). However, the findings also suggest that resource availability has a more significant influence than family support, which may stimulate further debate about the relative influence of these factors in the context of Islamic religious education. The practical implications of these findings are the need for effective resource management, improved teacher competencies, empowerment of student participation and close collaboration between schools and families to improve the quality of Islamic religious education. (Anwar, 2018; Arsul et al., 2021; Parker & Raihani, 2011). Overall, the results of this study not only contribute to the understanding of the factors that influence students' academic achievement in Islamic religious education, but also provide a deeper understanding of the complex dynamics between existing theories and educational practices in the field.

The analysis conducted in this study has a very important relevance in understanding the factors that influence students' academic achievement in Islamic religious education. The complexity of the analysis lies in the involvement of several interacting variables, such as resource

availability, teacher competence, student participation and family support, all of which have different impacts on student academic achievement. Compared to other models, the results of this analysis may be equivalent or even better as it provides a comprehensive picture of these factors. The findings from this analysis are expected to provide a deeper understanding of the interactions between these factors, with the hope of providing useful recommendations for improving the quality of Islamic religious education, as well as contributing to the development of more effective and relevant educational policies. In evaluating whether the results of the analysis conform to the trends of the caliber used, it is necessary to consider whether the findings are consistent with existing knowledge in the field and whether the results are logically acceptable. A trend-compliant result of the caliber used is when the research findings support established theories and the results are consistent with previous research conducted by leading researchers in the field. In addition, trend-compliant results also indicate that the research methods used have been applied correctly and the data analyzed are of good quality. Therefore, if the analysis results are in line with the trends of the caliber used, it indicates the validity and reliability of the research, as well as a significant contribution to the existing understanding of the field.

In previous research, the indicators used to measure variables such as resource availability, teacher competence, student participation, family support, and student academic achievement in Islamic Religious Education subjects may have similarities or differences with the indicators used in this study. For example, previous studies have used indicators such as the number of Islamic textbooks available, the educational qualifications of Islamic teachers, the level of student attendance in religion classes, the level of parental participation in religious activities at school and students' academic test scores in Islamic subjects. A cross-comparison between the indicators used in this study and previous research will help to understand the similarities and differences in research approaches, as well as enrich the understanding of the factors that influence students' academic achievement in Islamic religious education. The results of this study bring important insights into the context of the field, showing that factors such as resource availability, teacher competence, student participation and family support have a significant impact on students' academic achievement in Islamic religious education. The implications are highly relevant for future education policy development, where investment in educational resources, teacher training and parental involvement will be key to improving the quality of Islamic religious education. However, it is important to remember that this study has limitations, such as the limited generalizability of the results to one educational institution and the use of quantitative methods only. Therefore, interpretation of the results should be done with caution, and more holistic and diverse follow-up

research may be needed to deepen the understanding of the factors affecting students' academic achievement in Islamic religious education as a whole.

Overall, the findings underscore the importance of factors such as resource availability, teacher competence, student participation and family support in influencing students' academic achievement in Islamic religious education. The social implication of these findings is the need for greater attention to investment in Islamic religious education from the government, educational institutions and society as a whole. Greater support from various parties is needed to increase the availability of educational resources, improve teacher competence, encourage active student participation and strengthen family support in Islamic religious education. Ethically, the findings highlight the importance of equal access to quality Islamic religious education for all students, regardless of their social, economic or cultural backgrounds. By strengthening these aspects of the education system, we can ensure that every individual has an equal opportunity to develop a deep understanding of Islam and apply moral values in daily life, thus making a positive contribution to the wider society.

CONCLUSION

The main findings of this study show that factors such as resource availability, teacher competence, student participation and family support have a significant influence on students' academic achievement in Islamic religious education. However, it is important to keep in mind that this study has some limitations, including the limited generalizability of the results due to the focus on one particular educational institution and the limitation of using quantitative methods only. Therefore, future research is recommended to further explore a broader context and use a more holistic approach, such as qualitative or mixed-methods research, to better understand the complexity of factors that influence students' academic achievement in Islamic religious education. In addition, recommendations include extending the study to different educational institutions and cultural contexts to strengthen the validity of the results. In the future, the results of this study can serve as a basis for developing more effective educational policies, as well as for improving the overall quality of Islamic religious education, with the hope of creating a more inclusive and equitable learning environment for all students, and strengthening the role of Islamic religious education in shaping the morals and character of individuals in society.

REFERENCE

Abulibdeh, A., Zaidan, E., & Abulibdeh, R. (2024). Navigating the confluence of artificial intelligence and education for sustainable development in the era of industry 4.0: Challenges,

- opportunities, and ethical dimensions. *Journal of Cleaner Production*, 437, 140527. <https://doi.org/10.1016/J.JCLEPRO.2023.140527>
- Al-Ghafri, M. S. R. (2018). *Exploring the factors that influence students' participation in English classrooms at Ibri College of Applied Sciences in Oman*.
- Ali, N., & Noor, S. (2019). Multicultural Islamic Education: Relevance, Challenges, and Opportunities. *Journal of Hadratul Madaniyah*, 6(1), 24-42. <https://doi.org/10.33084/JHM.V6i1.879>
- Alshuraiaan, A. (2023). Exploring the Relationship between Teacher-student Interaction Patterns and Language Learning Outcomes in TESOL Classrooms. *Journal of English Language Teaching and Applied Linguistics*, 5(3), 25-34. <https://doi.org/10.32996/JELTAL.2023.5.3.3>
- Amirudin, N. (2019). *Proceedings of the 2019 National Seminar of the PAI UMP Study Program on the Problems of Learning Islamic Religious Education in the Digital Era*.
- An, Q. (2024). Implementation of intelligent painting systems in art education as a way of developing student self-efficacy and involvement: Post Lingnan Painting Spirit. *Education and Information Technologies*, 1-17. <https://doi.org/10.1007/S10639-024-12461-0/METRICS>
- Angraini, L. M., Kania, N., & Gürbüz, F. (2024). Students' Proficiency in Computational Thinking Through Constructivist Learning Theory. *International Journal of Mathematics and Mathematics Education*, 2(1), 45-59. <https://doi.org/10.56855/IJMME.V2i1.963>
- Anwar, H. (2018). Implementation of Education Management Standard in the Guidance of Private Islamic High School. *Journal of Islamic Education*, 4(1), 75-86. <https://doi.org/10.15575/jpi.v4i1.2250>
- Arianto, F., & Yasin, F. (2023). The Impacts of Cooperative Learning on Suburban Students' Learning Motivation. *QALAMUNA: Journal of Education, Social, and Religion*, 15(2), 987-998. <https://doi.org/10.37680/QALAMUNA.V15i2.3380>
- Arifin, Z. (2023). *Islamic Religious Education Strategies in the Disruption Era*. 456-464. https://doi.org/10.2991/978-2-38476-022-0_49
- Arsul, A., Johanna, A., & Congzhao, H. (2021). The Principal's Business in Improving the Quality of Islamic Education (Case Study at SDIT AZ Jambi City). *At-Tasyrih: Journal of Education and Islamic Law*, 7(1), 1-16. <https://doi.org/10.55849/ATTASYRIH.V7i1.64>
- Atthallah, & Safana, O. (2024). Islamic Religious Education Program Evaluation in High Schools: Assessing Student Engagement and Curriculum Effectiveness. *International Journal of Curriculum Development, Teaching and Learning Innovation*, 2(2), 86-94.
- Baniyah, B., Jannah, S. R., & Utama, F. (2023). The Effect Aspiration on Students' Learning Achievement at SMP N 3 Menggala. *Bulletin of Science Education*, 3(1), 34-45. <https://doi.org/10.51278/BSE.V3i1.368>
- Bett, J., & Ahonobadha, M. A. (2024). Status of Learning Resources in Day Secondary Schools Located in Chepalungu Sub County in the Wake of Corona Virus Pandemic. *East African Journal of Education Studies*, 7(1), 459-472. <https://doi.org/10.37284/EAJES.7.1.1720>
- Bisri, A. M. (2018). *Empowering Islamic Education*. DIKTIS | Directorate of Islamic Religious Higher Education - Directorate General of Islamic Education - Ministry of Religious Affairs RI. <https://diktis.kemenag.go.id/v1/artikel/memberdayakan-pendidikan-islam>
- Bizimana, B. (2011). *Teaching and Learning Resource Availability and Teacher Effectiveness in Selected Secondary Schools in Huye District, Rwanda*. Kampala International University,

- School of Education, Open and Distance and E-learning.
<http://hdl.handle.net/20.500.12306/7386>
- Bossert, S. T. (1988). Chapter 6: Cooperative Activities in the Classroom. In *Review of Research in Education* (Vol. 15, Issue 1, pp. 225-250). Sage Publications Sage CA: Thousand Oaks, CA.
https://doi.org/10.3102/0091732X015001225/ASSET/0091732X015001225.FP.PNG_V03
- Brody, G. H., Stoneman, Z., Flor, D., McCrary, C., Hastings, L., & Conyers, O. (1994). Financial Resources, Parent Psychological Functioning, Parent Co-Caregiving, and Early Adolescent Competence in Rural Two-Parent African-American Families. *Child Development*, 65(2), 590-605. <https://doi.org/10.1111/j.1467-8624.1994.TB00770.X>
- Budiarto, M. A., & Salsabila, U. H. (2022). Optimizing Islamic Education Towards the Golden Era of Indonesia. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), 1-19.
<https://doi.org/10.31538/TIJIE.V3I1.105>
- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, 14, 33-46. <https://doi.org/10.1016/j.EDUREV.2015.01.002>
- Chamami, M. R., Nasikhin, N., & Saefudin, A. (2022). Development of Augmented Reality in Islamic Religious Education as an Anti-Corruption Learning Medium. *Cendekia: Journal of Education and Society*, 20(2), 147-163. <https://doi.org/10.21154/CENDEKIA.V20I2.3817>
- Chapman, D., & Adams, D. (2002). *Education in Developing Asia the Quality of Education: Dimensions and Strategies*.
- Chen, A., Li, W., & Fu, W. (2024). Unleashing digital superheroes: Unravelling the empathy factor in digital competence and online teacher autonomy support. *British Journal of Educational Technology*. <https://doi.org/10.1111/BJET.13433>
- Mayer, R. e. (2009). Constructivism as a Theory of Learning Versus Constructivism as a Prescription for Instruction. In *Constructivist Instruction*. Routledge.
<https://doi.org/10.4324/9780203878842-18>
- Dara, A., Mallarangan, D., Rahman, A., Nur, S., Lathifah, Z. K., Lubis, F. M., Agama, K., Palu, K., Bantilan, J., Palu Bar, K., Tengah, S., Ali, J. M., No, G., Toa, B., Binamu, K., Jeneponto, K., South, S., Bone, I., Riattang, K. T., & Bone, K. (2024). Analysis Of The Influence Of Continuous Training Development And Education On Professional Competence Of Teachers In Public Schools. *Journal on Education*, 6(2), 13449-13456.
<https://doi.org/10.31004/JOE.V6I2.5194>
- Desforges, C., & Abouchaar, A. (2003). *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review Research*.
- Djazilan, M. S., & Hariani, M. (2022). Implementation of E-Learning-Based Islamic Religious Education. *Bulletin of Science, Technology and Society*, 1(2), 14-21.
<https://inti.ejournalmeta.com/index.php/inti/article/view/12>
- Douglass, S. L., & Shaikh, M. A. (2004). Defining Islamic Education: Differentiation and Applications. *Current Issues in Comparative Education*, 7(1), 5.
<https://doi.org/10.52214/CICE.V7I1.11386>
- Driessens, C. M. E. F. (2015). Extracurricular activity participation moderates the impact of family and school factors on adolescents' disruptive behavioral problems Health behavior, health promotion and society. *BMC Public Health*, 15(1), 1-13. <https://doi.org/10.1186/S12889-015-2464-0/TABLES/3>

- Filmer, D., Hasan, A., & Pritchett, L. (2006). A Millennium Learning Goal: Measuring Real Progress in Education. *SSRN Electronic Journal*. <https://doi.org/10.2139/SSRN.982968>
- Fitriani, S., & Istaryatiningtias. (2020). Promoting Child-Friendly School Model through School Committee as Parents' Participation. *International Journal of Evaluation and Research in Education*, 9(4), 1025-1034. <https://doi.org/10.11591/ijere.v9i4.20615>
- Galindo, C., & Sheldon, S. B. (2012). School and home connections and children's kindergarten achievement gains: The mediating role of family involvement. *Early Childhood Research Quarterly*, 27(1), 90-103. <https://doi.org/10.1016/J.ECRESQ.2011.05.004>
- Gifford, R., & Nilsson, A. (2014). Personal and social factors that influence pro-environmental concern and behavior: A review. *International Journal of Psychology*, 49(3), 141-157. <https://doi.org/10.1002/IJOP.12034>
- Glewwe, P., Siameh, C., Sun, B., & Wisniewski, S. (2021). School resources and educational outcomes in developing countries. In *The Routledge Handbook of the Economics of Education*. Taylor and Francis. <https://doi.org/10.4324/9780429202520-10/SCHOOL-RESOURCES-EDUCATIONAL-OUTCOMES-DEVELOPING-COUNTRIES-PAUL-GLEWWE-CELESTINE-SIAMEH-BIXUAN-SUN-SUZANNE-WISNIEWSKI>
- Graham, J., & Colin, C. (2023). Exploring the Dynamics of Education in Australia: Policies, Practices, and Progressions in the 21st Century. *Influence: International Journal Of Science REVIEW*, 5(3), 14-23. <https://doi.org/10.54783/INFLUENCEJOURNAL.V5I3.178>
- Greenwald, R., Hedges, L. V., & Laine, R. D. (1996). The Effect of School Resources on Student Achievement., 66(3), 361-396. <https://doi.org/10.3102/00346543066003361>
- Guna, B. W. K., Yuwantiningrum, S. E., Firmansyah, S, Muh. D. A., & Aslan. (2024). Building Morality and Ethics Through Islamic Religious Education In Schools. *IJGIE (International Journal of Graduate of Islamic Education)*, 5(1), 14-24. <https://doi.org/10.37567/IJGIE.V5I1.2685>
- Tamuri, A. H., Othman, M. Y., Dakir, J., Ismail, A. M., & Stapa, Z. (2013). Religious education and ethical attitude of Muslim adolescents in Malaysia. *Multicultural Education & Technology Journal*, 7(4), 257-274. <https://doi.org/10.1108/METJ-03-2013-0008/FULL/XML>
- Hanaysha, J. R., Shriedeh, F. B., & In'airat, M. (2023). Impact of classroom environment, teacher competency, information and communication technology resources, and university facilities on student engagement and academic performance. *International Journal of Information Management Data Insights*, 3(2), 100188. <https://doi.org/10.1016/J.IJIMEI.2023.100188>
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics*, 95(7-8), 798-812. <https://doi.org/10.1016/J.JPUBECO.2010.11.009>
- Harris, J., Mishra, P., & Koehler, M. (2009). Teachers' Technological Pedagogical Content Knowledge and Learning Activity Types. *Journal of Research on Technology in Education*, 41(4), 393-416. <https://doi.org/10.1080/15391523.2009.10782536>
- Harun, Z., Faizal, M., & Ghani, A. (2024). Malaysian Islamic Secondary School Leaders' Leadership Challenges. *Management Research Journal*, 13(1), 1-19. <https://doi.org/10.37134/MRJ.VOL13.1.1.2024>
- Hermino, A., & Arifin, I. (2020). Contextual Character Education for Students in the Senior High School. *European Journal of Educational Research*, 9(3), 1009-1023. <https://doi.org/10.12973/eu-jer.9.3.1009>

- Hernández-Padilla, E., Bazán-Ramírez, A., Bazán-Ramírez, W., & Solano-Gutierrez, J. (2023). Parental participation and parents' support: effects on mathematics achievement, 2018 national assessment of learning, Mexico. *Frontiers in Psychology*, 14, 1154470. <https://doi.org/10.3389/FPSYG.2023.1154470/BIBTEX>
- Hightower, A. M., Delgado, R. C., Lloyd, S. C., Wittenstein, R., Sellers, K., & Swanson, C. B. (2011). *A Survey of School Finance Policies and Outcomes Improving Student Learning By Supporting Quality Teaching: Key Issues, Effective Strategies*. www.edweek.org
- Ho, D. G. E., Sa'adi, M., He, D., & Hoon, C. Y. (2023). Silence over the wire: student verbal participation and the virtual classroom in the digital era. *Asia Pacific Education Review*, 24(4), 599-615. <https://doi.org/10.1007/S12564-023-09834-4/TABLES/4>
- Hoagwood, K. E., Cavaleri, M. A., Olin, S. S., Burns, B. J., Slaton, E., Gruttadaro, D., & Hughes, R. (2010). Family support in children's mental health: A review and synthesis. *Clinical Child and Family Psychology Review*, 13(1), 1-45. <https://doi.org/10.1007/S10567-009-0060-5/METRICS>
- Hoon, C. Y. (2014). God and Discipline: Religious Education and Character Building in a Christian School in Jakarta. *South East Asia Research*, 22(4), 505-524. <https://doi.org/10.5367/SEAR.2014.0232>
- Huda, C., Hanief, M., & Hakim, D. M. (2022). Islamic Religious Education Learning Strategy with Edutainment Insight in Improving Learning Motivation of Students. *Nazhruna: Journal of Islamic Education*, 5(2), 787-805. <https://doi.org/10.31538/NZH.V5I2.2247>
- Idris, M., Bin Tahir, S. Z., Wilya, E., Yusriadi, Y., & Sarabani, L. (2022). Availability and Accessibility of Islamic Religious Education Elementary School Students in Non-Muslim Base Areas, North Minahasa, Indonesia. *Education Research International*, 2022. <https://doi.org/10.1155/2022/6014952>
- Isnaeni, N. A. N. (2023). *Islamic Education Curriculum Development in the Era of the Industrial Revolution 4.0* Page 1 - [Kompasiana.com](https://www.kompasiana.com/nadiaasananurisnaeni2310/63c4b92a59008b62e10630e2/pengembangan-kurikulum-pendidikan-islam-di-era-revolusi-industri-4-0). <https://www.kompasiana.com/nadiaasananurisnaeni2310/63c4b92a59008b62e10630e2/pengembangan-kurikulum-pendidikan-islam-di-era-revolusi-industri-4-0>
- Jannah, M., Diat Prasajo, L., & Jerusalem, M. A. (2020). Elementary School Teachers' Perceptions of Digital Technology Based Learning in the 21st Century: Promoting Digital Technology as the Proponent Learning Tools. *Al Ibtida: Journal of MI Teacher Education*, 7(1), 1-18. <https://doi.org/10.24235/AL.IBTIDA.SNJ.V7I1.6088>
- Javornik, Š., & Klemenčič Mirazchiyski, E. (2023). Factors Contributing to School Effectiveness: A Systematic Literature Review. *European Journal of Investigation in Health, Psychology and Education*, 13(10), 2095. <https://doi.org/10.3390/EJIHPE13100148>
- Karlina, L. (2024). The Effectiveness of Religious Extracurricular Activities in Improving Students' Practice of Islamic Teachings in Madrasah. *Proceeding of International Conference on Education, Society and Humanity*, 2(1), 343-348. <https://www.ejournal.unuja.ac.id/index.php/icesh/article/view/7826>
- Katureebe, Y., Turyamureeba, S., Rahim, A., Eze, C. E., & Eze, V. H. U. (2023). The Effect of Financial Management on the Learning Ability of Students in Government-Aided Primary Schools in Ibanda Municipality Uganda. *International Journal of Humanities, Management and Social Science (IJ-HuMaSS)*, 6(2), 109-118. <https://doi.org/10.36079/LAMINTANG.IJ-HUMASS-0602.600>

- Khasanaton, S., & Permana, S. A. (2023). *The Role of the School Committee in Improving the Quality of Education at SD Negeri Kauman Kapanewon Pleret*. 408–412. https://doi.org/10.2991/978-2-38476-176-0_58
- Kilag, O. K. T., Malbas, M. H., Miñoza, J. R., Ledesma, M. M. R., Vestal, A. B. E., & Sasan, J. M. V. (2024). The Views of the Faculty on the Effectiveness of Teacher Education Programs in Developing Lifelong Learning Competence. *European Journal of Higher Education and Academic Advancement*, 1(2), 92-102. <https://doi.org/10.61796/EJHEAA.V1I2.106>
- Komalasari, M., & Yakubu, A. B. (2023). Implementation of Student Character Formation Through Islamic Religious Education. *At-Tadzkir: Islamic Education Journal*, 2(1), 52-64. <https://doi.org/10.59373/ATTADZKIR.V2I1.16>
- Komariah, N., & Nihayah, I. (2023). Improving the Personality Character of Students Through Learning Islamic Religious Education. *At-Tadzkir: Islamic Education Journal*, 2(1), 65-77. <https://doi.org/10.59373/ATTADZKIR.V2I1.15>
- Laelandi, R., Widodo, A., & Sriyati, S. (2022). Depth of Science Learning Materials in Schools and Student Concept Mastery. *Journal of Science Education Research*, 8(3), 1470-1478. <https://doi.org/10.29303/JPIPA.V8I3.1706>
- LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental Involvement: The Missing Link in School Achievement. *Preventing School Failure*, 55(3), 115-122. <https://doi.org/10.1080/10459880903472876>
- Latipah, E., Kistoro, H. C. A., & Khairunnisa, I. (2020). Scientific Attitudes in Islamic Education Learning: Relationship and the Role of Self-Efficacy and Social Support. *Edukasia: Journal of Islamic Education Research*, 15(1), 37. <https://doi.org/10.21043/EDUKASIA.V15I1.7364>
- Li, S. T. T., Paterniti, D. A., Tancredi, D. J., Co, J. P. T., & West, D. C. (2011). Is residents' progress on individualized learning plans related to the type of learning goal set? *Academic Medicine*, 86(10), 1293-1299. <https://doi.org/10.1097/ACM.0B013E31822BE22B>
- Lisao, C., Lisao, C. Y., Kilag, O. K. T., Tamayo, J. M. G., Abella, J. L., Cañete, N. A., & Abendan, C. F. K. (2023). Reimagining Science Education in the Philippines: A Systematic Analysis of the 7E Learning Cycle Model's Efficacy. *Excellencia: International Multi-Disciplinary Journal of Education (2994-9521)*, 1(5), 100-111. <https://multijournals.org/index.php/excellencia-imje/article/view/104>
- Lubis, S. M., Risnawati, & Rizqa, M. (2024). The role of Islamic religious education teachers in shaping the religious character of students at Nahdatul Ulama Private Madrasah Ibtidaiyah (MIS NU) Rao-Rao Dolok Village. *MORFAI JOURNAL*, 3(4), 991-1000. <https://doi.org/10.54443/MORFAI.V3I4.1378>
- Ma, J., Han, X., Yang, J., & Cheng, J. (2015). Examining the necessary conditions for engagement in an online learning environment based on learning analytics approach: The role of the instructor. *The Internet and Higher Education*, 24, 26-34. <https://doi.org/10.1016/J.IHEDUC.2014.09.005>
- Maciej Serda, Becker, F. G., Cleary, M., Team, R. M., Holtermann, H., The, D., Agenda, N., Science, P., Sk, S. K., Hinnebusch, R., Hinnebusch A, R., Rabinovich, I., Olmert, Y., Uld, D. Q. G. L. Q., Ri, W. K. H. U., Lq, V., Frxqwu, W. K. H., Zklfk, E., Edvhg, L. V., ... ح فاطمي، (2013). Synteza i aktywność biologiczna nowych analogów tiosemikarbazonowych chelatorów żelaza. *Uniwersytet Śląski*, 7(1), 343-354. <https://doi.org/10.2/IQUERY.MIN.JS>
- Madanat, H., Rashid, R. A., Hashmi, U. M., Alqaryouti, M. H., Mohamed, M., Ali, O., & Smadi, A. (2024). *Jordanian English language educators' perceived readiness for virtual learning environment*. <https://doi.org/10.1016/j.heliyon.2024.e25766>

- Maheshwari, G. (2021). Factors affecting students' intentions to undertake online learning: an empirical study in Vietnam. *Education and Information Technologies*, 26(6), 6629-6649. <https://doi.org/10.1007/S10639-021-10465-8/TABLES/7>
- Mania, S., Nur Akbar Rashid, M., Sanuri, D., & Islam Negeri Alauddin Makassar, U. (2024). Optimizing Learning: A Deep Dive into Learning Discrepancies in IAIN Palopo's Islamic Education Program. *Didaktika: Journal of Education*, 13(1), 381-394. <https://doi.org/10.58230/27454312.434>
- Mansir, F., & Karim, A. (2020). Islamic Education Learning Approaches in Shaping Students' Emotional Intelligence in the Digital Age. *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies*, 4(1), 67-86. <https://doi.org/10.21009/004.01.04>
- Maseiso, ', & Makhate, G. (2020). *Exploring teachers' perceptions of the relationship between resource availability and student performance in Lesotho post-primary schools*. University of the Free State. <http://hdl.handle.net/11660/10869>
- Matitaputty, C., Nusantara, T., Hidayanto, E., & Sukoriyanto. (2024). How mathematics teachers' special knowledge changes: A case study in the Professional Teacher Education program. *Journal on Mathematics Education*, 15(2), 545-574. <https://doi.org/10.22342/JME.V15I2.PP545-574>
- Maziha, S., Nik, M. & Nik, S., & Rahman, A. (2011). Classroom Participation Patterns: A Case Study of Malaysian Undergraduate Students. *EDUCARE*, 3(2), 2011. <https://doi.org/10.2121/EDU-IJES.V3I2.234>
- Meece, J. L., Blumenfeld, P. C., & Hoyle, R. H. (1988). Students' Goal Orientations and Cognitive Engagement in Classroom Activities. *Journal of Educational Psychology*, 80(4), 514-523. <https://doi.org/10.1037/0022-0663.80.4.514>
- Mpuangan, K. N., & Ntombela, S. (2023). Community voices in curriculum development. *Curriculum Perspectives*, 1-12. <https://doi.org/10.1007/S41297-023-00223-W/FIGURES/2>
- Mustapha, S. M., Rahman, N. S. N. A., & Yunus, M. M. (2010). Factors influencing classroom participation: a case study of Malaysian undergraduate students. *Procedia - Social and Behavioral Sciences*, 9, 1079-1084. <https://doi.org/10.1016/J.SBSPRO.2010.12.289>
- Muthohharoh, N. M., P.S., A. M. B. K., Putri, A. R., Mubaddilah, A. F., & Muvid, M. B. (2024). The Role of Islamic Religious Education Teachers in Advocating for Muslim Minority Students in Denpasar, Bali. *QALAMUNA: Journal of Education, Social, and Religion*, 16(1), 137-148. <https://doi.org/10.37680/QALAMUNA.V16I1.4113>
- Netshidzivhani, M. V., Azwindini, , & Molaudzi, M. (2024). Assessing the Correlation Between School Resource Utilization and Learners' Success in South African Public Education: A Case of Limpopo Province. *International Journal of Social Science Research and Review*, 7(1), 77-90. <https://doi.org/10.47814/IJSSRR.V7I1.1882>
- Park, J. B. H., Schallert, D. L., Sanders, A. J. Z., Williams, K. M., Seo, E., Yu, L. T., Vogler, J. S., Song, K., Williamson, Z. H., & Knox, M. C. (2015). Does it matter if the teacher is there? A teacher's contribution to emerging patterns of interactions in online classroom discussions. *Computers & Education*, 82, 315-328. <https://doi.org/10.1016/J.COMPEDU.2014.11.019>
- Parker, L., & Raihani, R. (2011). Democratizing Indonesia through Education? Community Participation in Islamic Schooling, 39(6), 712-732. <https://doi.org/10.1177/1741143211416389>

- Permatasari, N., & Tandiyuk, S. (2023). Human Resource Management in Education: Optimizing Teacher Performance for Better Learning Outcomes. *Golden Ratio of Mapping Idea and Literature Format*, 3(1), 35-59. <https://doi.org/10.52970/GRMILF.V3I1.354>
- Poonputta, A., & Nuangchalerm, P. (2024). A Model Framework for Enhancing Twenty-First Century Competencies in Primary School Teachers within Northeastern Thailand's SubArea. *International Journal of Learning, Teaching and Educational Research*, 23(1), 98-113. <https://doi.org/10.26803/IJLTER.23.1.6>
- Pradana, D. A., Mahfud, M., Hermawan, C., & Susanti, H. D. (2020). Nationalism: Character Education Orientation in Learning Development. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(4), 4026-4034. <https://doi.org/10.33258/BIRCI.V3I4.1501>
- Pratama, A. R., Sauri, S., & Nuryani, P. (2023). Religious Character Development of Students through the Qur'an Reading Program. *Proceedings of International Conference on Education*, 1(1). <https://jurnal.serambimekkah.ac.id/index.php/ice/article/view/405>
- Rahman, K., & Bukhari, S. R. (2005). *Religious Education Institutions (REIs): Present Situation and the Future Strategy on JSTOR*. <https://www.jstor.org/stable/42909142>
- Ramdani, A., Syukur, A., Permatasari, I., & Yustiqvar, M. (2021). Students' Concepts Mastery. *Proceedings of the 5th Asian Education Symposium 2020 (AES 2020)*, 566, 195-199. <https://doi.org/10.2991/ASSEHR.K.210715.042>
- Ramdani, D. M., Syam, H., & Saman, A. (2024). Developing An Islamic Adab-Based Teacher Leadership Model to Improve Teacher Performance in Islamic Boarding Schools. *Journal of Multidisciplinary Academic and Practice Studies*, 2(1), 9-26. <https://doi.org/10.35912/JOMAPS.V2I1.1938>
- Rasheed, Z. (2023). *Educational Innovation amidst Globalization: Higher Education Institutions and Societal Integration*. <https://doi.org/10.61927/igmin131>
- Rofiq, A., Nisa, K., & Muid, A. (2024). Innovation of Storytelling and Role-Playing Methods in Islamic Religious Education Learning. *At-Tadzkir: Islamic Education Journal*, 3(1), 47-58. <https://doi.org/10.59373/ATTADZKIR.V3I1.52>
- Rosniati, H., Mahyudin, R., Khadijah, K., & Wetti, S. (2020). *Implementation of Contextual Teaching and Learning in Islamic Education at Madrasah Diniyah*.
- Rourke, M., & Demonte, J. (2013). High-Quality Professional Development for Teachers: Supporting Teacher Training to Improve Student Learning. *Center for American Progress*. www.americanprogress.org
- Rusman, R. (2021). The Relevance of Islamic Religious Education Learning to the Demands of the World of Work. *Al-Hikmah: Journal of Religious Studies*, 7(2), 273-289. <https://doi.org/10.30651/AH.V7I2.17225>
- Saeed, M. A. (2021). Learner Autonomy: Learners' Perceptions on Strategies to Achieve Autonomy in an EFL Classroom. *International Journal of Linguistics, Literature and Translation*, 4(3), 150-158. <https://doi.org/10.32996/IJLLT.2021.4.3.17>
- Sailer, M., Stadler, M., Schultz-Pernice, F., Franke, U., Schöffmann, C., Paniotova, V., Husagic, L., & Fischer, F. (2021). Technology-related teaching skills and attitudes: Validation of a scenario-based self-assessment instrument for teachers. *Computers in Human Behavior*, 115, 106625. <https://doi.org/10.1016/J.CHB.2020.106625>
- Sanulita, H., Hendriyanto, D., Citrawati Lestari, N., Ramli, A., Arifudin, O., Tanjungpura, U., Jl Professor Doctor H Hadari Nawawi, J. H., Laut, B., Southeast Pontianak, K., Pontianak, K.,

- West, K., Jingah, S., North Banjarmasin, K., Banjarmasin, K., South, K., Islam Negeri Sultan Aji Muhammad Idris Samarinda, U., A M Rifaddin, J. H., Baru, H., Loa Janan Ilir, K., ... East, K. (2024). Analysis Of The Effectiveness Of Audio Visual Learning Media Based On Macromedia Flash Usage On School Program Of Increasing Student Learning Motivation. *Journal on Education*, 6(2), 12641-12650. <https://doi.org/10.31004/JOE.V6I2.5121>
- Saraya, A., Mardhatillah, A., Fitriani, E. N., & Adiyono, A. (2023). The Role of Islamic Religious Education Teachers: Problems in Evaluating Student Learning Outcomes in Junior High Schools. *Dharmas Education Journal (DE_Journal)*, 4(2), 565-572. <https://doi.org/10.56667/DEJOURNAL.V4I2.1060>
- Saroinsong, D. M., Dengah, J. I., & Rondonuwu, A. T. (2024). Participatory Learning Method: Effectiveness in Improving Student Learning Outcomes. *Edumaspul: Journal of Education*, 8(1), 66-75. <https://doi.org/10.33487/EDUMASPUL.V8I1.7561>
- Shao, M., He, W., Zhao, L., & Su, Y. S. (2022). The Influence of Parental Involvement on Parent Satisfaction: The Moderating Effect of Parental Educational Level and the Number of Children. *Frontiers in Psychology*, 12, 752802. <https://doi.org/10.3389/FPSYG.2021.752802/BIBTEX>
- Smith, D. D., & Tyler, N. C. (2011). Effective inclusive education: Equipping education professionals with necessary skills and knowledge. *Prospects*, 41(3), 323-339. <https://doi.org/10.1007/S11125-011-9207-5/METRICS>
- Smith, T. E., Sheridan, S. M., Kim, E. M., Park, S., & Beretvas, S. N. (2020). The Effects of Family-School Partnership Interventions on Academic and Social-Emotional Functioning: a Meta-Analysis Exploring What Works for Whom. *Educational Psychology Review*, 32(2), 511-544. <https://doi.org/10.1007/S10648-019-09509-W/METRICS>
- Sofiyandi, M. A., Nurhakim, Moh., & Khozin, K. (2024). Future Development of Indonesian Education: A Review of the Urgency of Reconstructing Instruction Designs for Islamic Religious Education. *Edumaspul: Journal of Education*, 8(1), 134-143. <https://doi.org/10.33487/EDUMASPUL.V8I1.7593>
- Stephen, J. S. (2024). *Identifying Support Systems and Resources*. Springer, Cham. https://doi.org/10.1007/978-3-031-54439-2_4
- Suhayib, & Ansyari, M. F. (2023). Design of Islamic Religious Education: Purposes, alignment of curriculum components and contexts. *British Journal of Religious Education*, 45(4), 382-393. <https://doi.org/10.1080/01416200.2023.2220940>
- Suhendi, A., & Purwarno. (2018). Constructivist Learning Theory: The Contribution to Foreign Language Learning and Teaching. *KnE Social Sciences*, 3(4), 87-95-87-95. <https://doi.org/10.18502/KSS.V3I4.1921>
- Supa'at, S., & Ihsan, I. (2023). The Challenges of Elementary Education in Society 5.0 Era. *International Journal of Social Learning (IJSLS)*, 3(3), 341-360. <https://doi.org/10.47134/IJSLS.V3I3.214>
- Syamsuri, Z. (2017). *Islamic Education Curriculum Renewal and Various Forms of Curriculum / Kreasi and Dakwah*. <https://azensyam.wordpress.com/2017/03/14/pembaharuan-kurikulum-pai-dan-macam-macam-bentuk-kurikulum/>
- Tahir, L. M., Mohammed, A. M., Musah, M. B., Mohammad, A. S., & Ali, M. F. (2024). Promoting Professional Learning Communities: Discovering Principals' Support and Leadership Strategies in Malaysian Religious-Based Secondary Schools. *Leadership and Policy in Schools*, 23(1), 115-137. <https://doi.org/10.1080/15700763.2022.2137041>

- Thornby, K. A., Brazeau, G. A., & Chen, A. M. H. (2023). Reducing Student Workload Through Curricular Efficiency. *American Journal of Pharmaceutical Education*, 87(8), 100015. <https://doi.org/10.1016/J.AJPE.2022.12.002>
- Timotheou, S., Miliou, O., Dimitriadis, Y., Sobrino, S. V., Giannoutsou, N., Cachia, R., Monés, A. M., & Ioannou, A. (2023). Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review. *Education and Information Technologies*, 28(6), 6695-6726. <https://doi.org/10.1007/S10639-022-11431-8/FIGURES/2>
- Tuychieva, I., Aripov, S., Madaminova, D., & MustaeV, R. (2021). *The Pedagogical System of Preparing Boys for Family Relationships in General Secondary Schools*. 48(8).
- Udoudom, U. I., Aondowase, S., & Igiri, A. (2023). Impact of education and communication on behavior change. *Journal of Language, Literature, Social and Cultural Studies*, 1(3), 271-280. <https://doi.org/10.58881/JLLSCS.V1I3.120>
- Usman, Y. D. (2016). Educational Resources: An Integral Component for Effective School Administration in Nigeria. *Online Submission*, 6(13), 27-37. www.iiste.org
- Vu, P., & Fadde, P. J. (2013). When to Talk, When to Chat: Student Interactions in Live Virtual Classrooms. *Journal of Interactive Online Learning Wwww.Ncolr.Org/jiol*, 12(2). www.ncolr.org/jiol
- Wahyuni, S., & Bhattacharya, S. (2021). Strategy of Islamic Religious Education Teachers in Increasing Student Learning Motivation. *Tafkir: Interdisciplinary Journal of Islamic Education*, 2(2), 229-249. <https://doi.org/10.31538/TIJIE.V2I2.22>
- Wei, Y., Shi, Y., MacLeod, J., & Yang, H. H. (2022). Exploring the Factors That Influence College Students' Academic Self-Efficacy in Blended Learning: A Study From the Personal, Interpersonal, and Environmental Perspectives. *SAGE Open*, 12(2). https://doi.org/10.1177/21582440221104815/ASSET/IMAGES/LARGE/10.1177_21582440221104815-FIG2.JPEG
- Westley, K. E. (2000). Teacher Quality and Student Achievement. *Education Policy Analysis Archives*, 8(0), 1. <https://doi.org/10.14507/epaa.v8n1.2000>
- Winarto, W., Syahid, A., & Saguni, F. (2020). Effectiveness of the Use of Audio Visual Media in Teaching Islamic Religious Education. *INTERNATIONAL JOURNAL OF CONTEMPORARY ISLAMIC EDUCATION*, 2(1), 81-107. <https://doi.org/10.24239/IJCIED.VOL2.ISS1.14>
- Yulianto, A., & Darmawan, D. (2024). Effective Implementation of Teaching Skills and Religious Activities to Enhance the Quality of Learning in Islamic Religious Education at MTsN 2 Surabaya. *Educan: Journal of Islamic Education*, 8(1), 68-85. <https://doi.org/10.21111/EDUCAN.V8I1.11719>
- Zhang, X. (2012). The Effects of Parental Education and Family Income on Mother-Child Relationships, Father-Child Relationships, and Family Environments in the People's Republic of China. *Family Process*, 51(4), 483-497. <https://doi.org/10.1111/j.1545-5300.2011.01380.x>
- Zhang, X., Abbas, J., Shahzad, M. F., Shankar, A., Ercisli, S., & Dobhal, D. C. (2024). Association between social media use and students' academic performance through family bonding and collective learning: The moderating role of mental well-being. *Education and Information Technologies 2023*, 1-31. <https://doi.org/10.1007/S10639-023-12407-Y>