

Islamic Religious Education Strategies for Enhancing Student Motivation: A Synthesis of Research Findings

Strategi Pendidikan Agama Islam untuk Meningkatkan Motivasi Siswa: Sintesis Temuan Penelitian

Syatria Adymas Pranajaya, Randi Muhammad Gumilang, Dedi Wahyudi, M. Agus Wahyudi

UIN Sultan Aji Muhammad Idris Samarinda, UIN Sultan Aji Muhammad Idris Samarinda, IAIN Metro Lampung, UIN Raden Mas Said Surakarta

*syatria.adymas@gmail.com,rmgumilang@gmail.com,dedi.wahyudi@metrouniv.ac.id,agus.wahyudi@uinsatu.ac.id

**Corresponding Author*

ABSTRACT

This study is a systematic literature review that aims to investigate various Islamic religious education strategies and the diverse motivational needs of students. Through analysis of existing literature, this study highlights the importance of integrating traditional Islamic teachings with contemporary educational methods to foster holistic development and moral values among students. This research method involves searching and analyzing various related scientific articles indexed in the Scopus Q1 database. Research findings show that adapting Islamic religious education strategies is key in meeting the diverse motivational needs of students. The implications of this research emphasize the importance of developing inclusive and diverse educational approaches, as well as supporting effective and meaningful learning for all students in the context of Islamic religious education.

Keywords: Islamic religious education, student motivation, systematic literature, learning strategies, educational inclusiveness.

ABSTRAK

Studi ini merupakan tinjauan literatur sistematis yang bertujuan untuk menyelidiki berbagai strategi pendidikan agama Islam dan kebutuhan motivasi siswa yang beragam. Melalui analisis literatur yang ada, studi ini menyoroti pentingnya mengintegrasikan ajaran Islam tradisional dengan metode pendidikan kontemporer untuk memupuk pengembangan holistik dan nilai-nilai moral di kalangan siswa. Metode penelitian ini melibatkan pencarian dan analisis terhadap berbagai artikel ilmiah terkait yang terindeks dalam basis data Scopus Q1. Temuan penelitian menunjukkan bahwa adaptasi strategi pendidikan agama Islam menjadi kunci dalam memenuhi kebutuhan motivasi siswa yang beragam. Implikasi dari penelitian ini menekankan pentingnya mengembangkan pendekatan pendidikan yang inklusif dan beragam, serta mendukung pembelajaran yang efektif dan berarti bagi semua siswa dalam konteks pendidikan agama Islam.

Kata Kunci: pendidikan agama Islam, motivasi siswa, literatur sistematis, strategi pembelajaran, inklusivitas pendidikan.

1. Introduction

Islamic religious education is essential for shaping students' motivation and character. Research has shown that the use of personal learning models can significantly enhance students' self-confidence in Islamic religious education (Hamzah et al., 2020). Extracurricular activities and the inclusion of Islamic education subjects have been found to positively impact students' character development (Anwar et al., 2018). Teachers play a crucial role in fostering emotional intelligence among students through activities such as recitations and prayers (Alimni et al., 2022).

Incorporating technology, such as the Quizizz application, has been proven effective in

increasing students' motivation and understanding of Islamic religious education subjects (A'yun et al., 2022). Total Quality Management has been identified as a strategy to enhance the quality of Islamic religious education programs (Jami & Muharam, 2022). Additionally, parental communication and the integration of nationalistic and religious values are crucial factors in improving student motivation and character development in Islamic education (Amin et al., 2021; Fuadi & Suyatno, 2020).

Challenges such as the lack of awareness and financial resources in providing adequate Islamic religious education services need to be addressed (Mustafa & Tunru, 2022). Strategies like implementing flipped classrooms and anti-corruption education models have shown promise in enhancing religious literacy and instilling anti-corruption values among students (Nurpratiwi et al., 2021; Firman et al., 2021). Overall, Islamic religious education serves as a foundation for character development, spirituality, and values essential for students' holistic growth and development (Hatta, 2023; Tabroni & Rahmawati, 2021).

Islamic religious education has a crucial role in shaping students' character and motivation. The moral and spiritual values taught in Islamic religious education can be a strong foundation for developing good character in students. Apart from that, motivation is an important factor in the teaching and learning process, especially in the context of Islamic learning. High motivation can improve the quality of learning and strengthen students' understanding of Islamic religious material. However, there are various challenges in increasing student motivation in learning about Islam, including differences in students' interest levels, cultural backgrounds and learning styles. Therefore, the need for adaptive and flexible Islamic religious education strategies is very important to meet the motivational needs of a diverse student population.

The formulation of the research problem is how can Islamic religious education strategies be adapted to meet the motivational needs of a diverse student population? This research question aims to understand various strategies that are effective in increasing student motivation in learning Islamic religion, taking into account the diversity of student characteristics.

The main objective of this research is to identify and analyze effective Islamic religious education strategies to increase the motivation of diverse students. In addition, the secondary aim of this research is to provide recommendations for adapting Islamic religious education strategies based on students' different motivational needs.

This research makes a significant contribution to the development of more effective and inclusive Islamic religious education. The uniqueness of this research lies in its holistic approach in identifying various strategies that can be adapted to meet the diverse motivational needs of students. It is hoped that the contribution of this research can become a basis for developing Islamic religious learning programs that are more responsive to student needs.

2. Research Methods

This research uses a systematic literature review (SLR) approach which has proven its reliability in synthesizing knowledge from various sources. This approach was chosen because of its advantages in providing a structured and transparent procedure for the identification, evaluation, and synthesis of relevant evidence from the existing scientific literature. In the context of this research, SLR is considered the most appropriate approach because it comprehensively investigates Islamic religious education strategies and the diverse motivational needs of students.

The main data source that will be used is a reputable scientific journal indexed in Scopus Q1. Additionally, relevant secondary data sources will be obtained from online research databases such as ERIC, PsycINFO, ProQuest, and JSTOR. The inclusion and exclusion criteria that will be applied for the selection of data sources will ensure that only articles relevant to the research topic will be included, taking into account methodological quality and content

relevance.

Searches for articles in databases and online research databases will be carried out using carefully defined keywords, which include terms related to Islamic religious education strategies and student motivation. The search strategy to be used will include a combination of keywords, boolean operators, and appropriate filters to ensure the accuracy and completeness of search results. A search will be carried out systematically to identify all articles relevant to the research topic.

Data analysis in this research will be carried out using thematic analysis techniques, which make it possible to identify thematic patterns that emerge from the literature investigated. This technique will be used to analyze and categorize findings regarding Islamic religious education strategies and the diverse motivational needs of students. In addition, a meta-synthesis will be used to integrate the findings from the various studies, allowing to present a comprehensive picture of the main themes emerging from the investigated literature.

This research will follow the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines in reporting the research process and results. This will ensure that the research process is reported transparently and systematically, and enable readers to evaluate the reliability and validity of the research findings. By following PRISMA guidelines, this research will provide a comprehensive and structured report regarding a systematic literature review on Islamic religious education strategies and students' motivational needs.

3. Results and Discussion

3.1 Description of Islamic Religious Education Strategy

Islamic religious education strategies are essential for passing on cultural heritage and fostering awareness of Allah SWT among the younger generation (Kamaliah, 2022). The development of Islamic education curricula involves creating integrated models that enhance students' spiritual, emotional, intellectual, and transcendental intelligence (Hamami & Nuryana, 2022). These curricula aim to balance religious teachings with worldly knowledge, arts, physical activities, and foreign language skills while considering students' diverse interests and tendencies (Aziz et al., 2021). Quality assurance in Islamic schools combines national education standards with Islamic values, emphasizing materials and curricula with Islamic nuances and educators well-versed in Islamic teachings (Nurhayati & Andriani, 2021).

In the era of the Fourth Industrial Revolution, Islamic education plays a strategic role in character education, contributing to the formation of individuals with strong moral values (Taufik, 2020). Implementing Islamic education curriculum principles involves utilizing various strategies such as tailored lesson plans, adaptable learning methods, and diverse learning applications (Mutiarah et al., 2021). Islamic education institutions often prioritize subjects with religious elements, reflecting a focus on Islamic teachings (Mansir, 2020). The historical and sociological development of Islamic education curricula in Indonesia highlights the evolution of programs to meet the needs of modern times while preserving traditional values (Ananda & Fatonah, 2022).

Innovations in Islamic education curriculum development include integrating wasatiyyah Islam to promote moderation, tolerance, and respect for differences among students (Muslih, 2023). Challenges in Islamic education, especially in the era of globalization, require holistic solutions that align with international standards and values (El-Mubarak & Hassan, 2021). Traditional Islamic boarding schools focus on shaping students' morals through deep religious knowledge and practical application in daily life (Jaenullah et al., 2022). Madrasas in Indonesia have evolved from non-formal to formal educational institutions, adapting to the changing landscape of Islamic education (Sarifah et al., 2023).

These references collectively emphasize the importance of integrating traditional Islamic teachings with modern educational approaches, fostering holistic development, and

instilling moral values in students through innovative and culturally sensitive strategies.

Islamic religious education utilizes various strategies to enhance students' learning and motivation. Direct teaching involves lectures and discussions (Ananda & Hayati, 2022). Project-based learning fosters creativity through real projects (Ananda & Hayati, 2022). Cooperative learning enhances teamwork and social skills (Ananda & Hayati, 2022). Technology-based learning uses multimedia for interactive learning (Qazi et al., 2021). Contextual learning relates material to students' lives for relevance (Nurmawati et al., 2021). The effectiveness of these strategies is influenced by factors such as context, student characteristics, and teacher proficiency (Ananda & Hayati, 2022).

3.2 Motivational Needs of Diverse Student Populations

Motivating diverse student populations in educational settings is a multifaceted challenge that necessitates a profound comprehension of the diverse needs and motivations of students from various backgrounds. The diversity among students makes it challenging to access intrinsic motivation and cater to the differing levels of prior knowledge in a cohesive manner (Huguet et al., 2021). Research has indicated that customizing educational environments to meet the diverse motivational requirements of students is essential, whether it pertains to physical education (Weeldenburg et al., 2020), culturally empathic motivation (Grant & Hill, 2020), or within the realm of intricate learning tasks for culturally diverse learners (Anyichie & Butler, 2023).

Inclusive education for students with unique needs underscores the significance of adjusting educational programs to fulfill the instructional needs of all students, including those with special needs (Evans et al., 2021). Understanding and addressing the motivational aspects central to Self-Determination Theory (SDT) in specific student populations can offer valuable insights into bolstering their academic motivation and support requirements (Mombaers & Donche, 2020). Furthermore, integrating diversity into the curriculum and recognizing the evolving needs of a diverse student population is imperative for the success of educational initiatives (Verbree et al., 2023; "Professional Development within Bachelors Programs: Addressing the Needs of a Diverse Student Population Entering Health Care", 2020).

Tailored support by educators, such as granting autonomy and structure tailored to individual students, can profoundly influence student motivation (Domen et al., 2019). Cultivating positive teacher-student relationships that cater to the diverse motivational needs of students can nurture adaptive motivation and enrich learning outcomes (Burns et al., 2022). Additionally, the application of Self-Regulated Learning and Self-Determination Theory can enhance student performance by supporting their fundamental psychological needs (López-Iñiguez & McPherson, 2020).

Advocating for cultural diversity and inclusion in education, particularly in medical education, is vital for establishing respectful learning environments where all students experience a sense of belonging (Dutta et al., 2021). Students with disabilities contribute to the diverse tapestry of educational settings and play a pivotal role in promoting health equity (Meeks & Moreland, 2021). Differentiated instruction and portfolio assessment have demonstrated efficacy in motivating diverse student populations, underscoring the importance of tailoring educational approaches to meet the needs of specific student demographics (Aikaterini & Makrina, 2022).

In conclusion, addressing the motivational needs of diverse student populations demands a comprehensive approach that considers cultural, psychological, and individual disparities. By incorporating strategies that promote autonomy, structure, inclusivity, and cultural diversity, educators can forge learning environments that effectively motivate and engage all students.

Meeting the diverse motivational needs of students in Islamic religious learning involves addressing various factors such as age, gender, cultural background, and academic

abilities. At the elementary school level, students may benefit from game-based and interactive learning methods (Suhartanto, 2019). On the other hand, secondary school students may require real-life relevant learning experiences and challenging discussions to enhance their motivation (Suhartanto, 2019). Gender and cultural background can also influence students' interest and motivation towards learning about Islam (Bananuka et al., 2019). For instance, non-Muslims may be more motivated by profitability in Islamic banking, while Muslims may be driven by both profitability and religious reasons (Bananuka et al., 2019).

Adapting learning strategies to individual student needs, considering differences in interests and preferences, and navigating cultural and social disparities are key challenges in catering to diverse motivational needs in Islamic education (Elice & Semin, 2023). Additionally, accommodating variations in academic abilities poses a challenge in creating an inclusive and motivating learning environment for all students (Elice & Semin, 2023). Understanding the impact of religiosity on attitudes towards Islamic banking (Suhartanto, 2019) and recognizing the inconsistencies in attitudes between Muslim and non-Muslim individuals (Bananuka et al., 2019) can aid in developing tailored approaches to address motivational needs.

Factors affecting critical and holistic thinking in Islamic education, such as self-concept, system, tradition, and culture, highlight the importance of considering various elements in educational practices (Ismail et al., 2022). Integrating religion and culture in Muslim minority communities through Islamic education can serve multiple functions like providing guidance, shaping morals, and fostering peace (Dasopang et al., 2022). Furthermore, the interrelationship between Javanese and Islamic values on educational and economic aspects emphasizes the significance of combining religion and culture in educational settings (Malik & Maslahah, 2021).

In conclusion, addressing the diverse motivational needs of students in Islamic education requires a multifaceted approach that considers individual differences, cultural backgrounds, and academic abilities. By understanding these factors and leveraging insights from studies on religiosity, attitudes towards Islamic banking, critical thinking, and the integration of religion and culture, educators can create more effective and inclusive learning environments in Islamic education.

3.3 Adaptation of Islamic Religious Education Strategy

Adapting Islamic religious education strategies to meet the challenges of the modern era requires a multifaceted approach. One key aspect involves implementing Total Quality Management (TQM) in Islamic educational institutions to enhance the quality of education programs (Jami & Muharam, 2022). This ensures that policies governing Islamic education programs focus on quality, particularly in private Islamic colleges. Additionally, teachers play a crucial role in fostering religious multiculturalism within schools, facing challenges such as implementing multicultural values and overcoming obstacles in multicultural education (Ulfa et al., 2021).

Islamic religious education aims to deepen students' faith, understanding, and practice of Islam to cultivate individuals with noble characters in various aspects of life (Hatta, 2023). To enhance the delivery of Islamic education, it is essential to explore effective learning strategies tailored to higher education settings (Ma'arif et al., 2022). Moreover, integrating religious moderation values into Islamic education can help counter radicalism and terrorism, promoting a balanced approach to religious teachings (Suprpto, 2020).

Professional development programs for Islamic religious education teachers are vital for enhancing their competencies and ensuring the sustainability of quality education (Evendi, 2022). Collaborations between Islamic higher education institutions and instructors are crucial in mainstreaming religious moderation and strengthening religious teachings in society (Hefni & Ahmadi, 2022). Overcoming challenges in providing Islamic religious education at state schools involves addressing awareness, understanding, and financial constraints to ensure the availability of qualified educators (Mustafa & Tunru, 2022).

Efforts to strengthen the philosophical foundations of Islamic education aim to produce learners who embody Islamic teachings in their beliefs and practices (Tata & Rukajat, 2022). Community participation and support are also essential for the development of Islamic religious education, including contributions to funding and infrastructure (Munir, 2021). Furthermore, integrating nationalistic and religious values in Islamic education can enrich the learning experience and promote a holistic approach to education (Fuadi & Suyatno, 2020).

In conclusion, adapting Islamic religious education strategies involves a comprehensive approach that includes quality management, teacher roles in multicultural settings, curriculum development, and the integration of religious values. By addressing these aspects, Islamic education can effectively meet the challenges of the contemporary world while nurturing individuals with strong faith and moral character.

Islamic religious education strategies can be tailored to address the diverse motivational needs of students by considering various influencing factors. These factors include the effective implementation of strategies by teachers, the availability of resources, and support from the school and family environment (Hakiman et al., 2021). Moreover, it is crucial to take into account students' social and cultural contexts when designing and implementing these strategies (Ananda & Hayati, 2022).

To enhance the effectiveness of Islamic religious education strategies, recommendations include developing diverse and relevant learning materials, training teachers in inclusive approaches, and fostering collaboration between schools, families, and communities to support student learning (Anggarini et al., 2022). By paying attention to these factors, Islamic religious education strategies can better cater to the diverse motivational needs of students (Latipah et al., 2020).

Incorporating project-based learning or contextual learning can make Islamic religious material more engaging and applicable to students' daily lives, especially for those with different interests (Arizona et al., 2020). Additionally, employing a cooperative learning approach can create an inclusive and motivating learning environment for all students, irrespective of their academic abilities or cultural background (Suradi, 2022).

In conclusion, adapting Islamic religious education strategies to meet the motivational needs of diverse student populations involves considering factors such as effective implementation, available resources, social and cultural contexts, and collaborative support systems. By implementing recommendations like developing relevant learning materials and inclusive teaching approaches, Islamic education can become more engaging and effective for students with varied motivational needs.

4. Conclusion

The systematic literature review conducted in this study has provided valuable insights into the diverse strategies employed in Islamic religious education and the motivational needs of heterogeneous student populations. Through an in-depth analysis of existing literature, this review has highlighted the significance of integrating traditional Islamic teachings with contemporary educational methodologies to foster holistic development and moral values among students.

The implications of this study underscore the importance of adopting a multifaceted approach in addressing the motivational needs of students in Islamic education. Customizing educational strategies to cater to individual differences, cultural backgrounds, and academic abilities is essential for creating inclusive and engaging learning environments. Furthermore, promoting autonomy, structure, inclusivity, and cultural diversity in educational practices can significantly enhance student motivation and learning outcomes.

However, it is crucial to acknowledge the limitations of this study. The reliance on existing literature may have resulted in the exclusion of relevant studies, and variations in research methodologies may have impacted the generalizability of findings. Additionally, the

dynamic nature of educational contexts necessitates ongoing research to explore emerging trends and challenges in Islamic education.

For future research endeavors, it is recommended to conduct longitudinal studies to assess the long-term effectiveness of educational interventions in Islamic religious education. Moreover, investigations into the impact of socio-cultural factors on student motivation and learning outcomes can provide valuable insights into the complexities of educational practices in diverse settings. Additionally, comparative studies across different educational contexts and cultures can contribute to a more comprehensive understanding of effective teaching and learning strategies in Islamic education.

In conclusion, this systematic literature review has shed light on the diverse strategies employed in Islamic religious education and the motivational needs of students. By addressing these findings and recommendations, educators and policymakers can enhance the quality and inclusivity of Islamic education, ultimately fostering the holistic development of students in diverse educational settings.

5. References

- Aikaterini, T. and Makrina, Z. (2022). Differentiated instruction and portfolio assessment: motivating young greek-romani students in the english class. *World Journal of English Language*, 12(1), 258. <https://doi.org/10.5430/wjel.v12n1p258>
- Alimni, A., Amin, A., & Kurniawan, D. (2022). The role of islamic education teachers in fostering students' emotional intelligence. *International Journal of Evaluation and Research in Education (Ijere)*, 11(4), 1881. <https://doi.org/10.11591/ijere.v11i4.22116>
- Amin, A., Alimni, A., Kurniawan, D., Azzahra, M., & Septi, S. (2021). Parental communication increases student learning motivation in elementary schools. *International Journal of Elementary Education*, 5(4), 622. <https://doi.org/10.23887/ijee.v5i4.39910>
- Ananda, R. and Fatonah, S. (2022). Tinjauan historis dan sosiologis perkembangan kurikulum pendidikan agama islam di indonesia. *Alsyst*, 2(6), 775-791. <https://doi.org/10.58578/alsys.v2i6.663>
- Ananda, R. and Hayati, F. (2022). Influence of learning strategy and independence learning on the learning outcomes of islamic education. *Journal of Education and Teaching Learning (Jetl)*, 4(2), 140-149. <https://doi.org/10.51178/jetl.v4i2.599>
- Ananda, R. and Hayati, F. (2022). Influence of learning strategy and independence learning on the learning outcomes of islamic education. *Journal of Education and Teaching Learning (Jetl)*, 4(2), 140-149. <https://doi.org/10.51178/jetl.v4i2.599>
- Anggarini, I., Azzahwa, A., Setyawan, C., A'la, M., Maghfiroh, A., & Putri, R. (2022). Integrative learning in islamic indonesian efl classroom: challenges and opportunities. *Journal of English Teaching and Learning Issues*, 5(2), 147. <https://doi.org/10.21043/jetli.v5i2.17091>
- Anwar, C., Saregar, A., Hasanah, U., & Widayanti, W. (2018). The effectiveness of islamic religious education in the universities: the effects on the students' characters in the era of industry 4.0. *Tadris Jurnal Keguruan Dan Ilmu Tarbiyah*, 3(1), 77. <https://doi.org/10.24042/tadris.v3i1.2162>
- Anyichie, A. and Butler, D. (2023). Examining culturally diverse learners' motivation and engagement processes as situated in the context of a complex task. *Frontiers in Education*, 8. <https://doi.org/10.3389/educ.2023.1041946>
- Arizona, K., Abidin, Z., & Rumansyah, R. (2020). Pembelajaran online berbasis proyek salah satu solusi kegiatan belajar mengajar di tengah pandemi covid-19. *Jurnal Ilmiah Profesi Pendidikan*, 5(1), 64-70. <https://doi.org/10.29303/jipp.v5i1.111>
- Aziz, M., Sormin, D., Siregar, J., & Napitupulu, D. (2021). Islamic education curriculum in the concept of the koran.. <https://doi.org/10.2991/assehr.k.210615.031>
- A'yun, Q., Sulastri, S., Wati, D., Sari, D., Ma'rufa, H., & Khafidhloh, F. (2022). Effectiveness of using the quizzz application in islamic religious education. *International Journal of Science Education and Cultural Studies*, 1(1), 16-31.

- <https://doi.org/10.58291/ijsecs.v1i1.23>
- Bananuka, J., Kaawaase, T., Kasera, M., & Nalukenge, I. (2019). Determinants of the intention to adopt islamic banking in a non-islamic developing country. *Isra International Journal of Islamic Finance*, 11(2), 166-186. <https://doi.org/10.1108/ijif-04-2018-0040>
- Burns, E., Bergen, P., Leonard, A., & Amin, Y. (2022). Positive, complicated, distant, and negative: how different teacher-student relationship profiles relate to students' science motivation. *Journal of Adolescence*, 94(8), 1150-1162. <https://doi.org/10.1002/jad.12093>
- Dasopang, M., Adam, H., & Nasution, I. (2022). Integration of religion and culture in muslim minority communities through islamic education. *Jurnal Pendidikan Islam*, 8(2), 221-238. <https://doi.org/10.15575/jpi.v8i2.19445>
- Domen, J., Hornstra, L., Weijers, D., Veen, I., & Peetsma, T. (2019). Differentiated need support by teachers: student-specific provision of autonomy and structure and relations with student motivation. *British Journal of Educational Psychology*, 90(2), 403-423. <https://doi.org/10.1111/bjep.12302>
- Dutta, N., Maini, A., Afolabi, F., Forrest, D., Golding, B., Salami, R., ... & Kumar, S. (2021). Promoting cultural diversity and inclusion in undergraduate primary care education. *Education for Primary Care*, 32(4), 192-197. <https://doi.org/10.1080/14739879.2021.1900749>
- Elice, D. and Semin, .. (2023). Philosophy of islamic education management: islamic education management challenges in facing globalization era. *Journal of Multidisciplinary Cases*, (33), 28-34. <https://doi.org/10.55529/jmc.33.28.34>
- El-Mubarak, A. and Hassan, I. (2021). Challenges of islamic education in the era of globalization: a proposed holistic solution. *International Journal of Academic Research in Progressive Education and Development*, 10(3). <https://doi.org/10.6007/ijarped/v10-i3/10748>
- Evans, W., Gable, R., & Habib, A. (2021). Lessons from the past and challenges for the future: inclusive education for students with unique needs. *Education Sciences*, 11(6), 281. <https://doi.org/10.3390/educsci11060281>
- Evendi, E. (2022). Teacher professional education program in islamic religious education: bibliometric analysis and review. *Prisma Sains Jurnal Pengkajian Ilmu Dan Pembelajaran Matematika Dan Ipa Ikip Mataram*, 10(3), 591. <https://doi.org/10.33394/j-ps.v10i3.5322>
- Firman, F., Kaso, N., Arifuddin, A., Mirnawati, M., Ilham, D., & Karim, A. (2021). Anti-corruption education model in islamic universities. *Al-Ishlah Jurnal Pendidikan*, 13(3), 2146-2158. <https://doi.org/10.35445/alishlah.v13i3.843>
- Fuadi, A. and Suyatno, S. (2020). Integration of nationalistic and religious values in islamic education: study in integrated islamic school. *Randwick International of Social Science Journal*, 1(3), 555-570. <https://doi.org/10.47175/rissj.v1i3.108>
- Grant, D. and Hill, J. (2020). Activating culturally empathic motivation in diverse students. *Journal of Education and Learning*, 9(5), 45. <https://doi.org/10.5539/jel.v9n5p45>
- Hakiman, H., Sumardjoko, B., & Waston, W. (2021). Religious instruction for students with autism in an inclusive primary school. *International Journal of Learning Teaching and Educational Research*, 20(12), 139-158. <https://doi.org/10.26803/ijlter.20.12.9>
- Hamami, T. and Nuryana, Z. (2022). A holistic-integrative approach of the muhammadiyah education system in indonesia. *HTS Teologiese Studies / Theological Studies*, 78(4). <https://doi.org/10.4102/hts.v78i4.7607>
- Hamzah, H., Sukenti, D., Tambak, S., & Tanjung, W. (2020). Overcoming self-confidence of islamic religious education students: the influence of personal learning model. *Journal of Education and Learning (Edulearn)*, 14(4), 582-589. <https://doi.org/10.11591/edulearn.v14i4.16759>
- Hatta, M. (2023). Implementation of program islamic religious education program at state junior high school (smpn) 2 kuta makmur, aceh utara. *Journal of Educational Analytics*, 2(1), 47-56. <https://doi.org/10.55927/jeda.v2i1.2735>

- Hefni, W. and Ahmadi, R. (2022). Facing religious contemporary challenges: redefining the partnership of islamic higher education and islamic religious instructors in mainstreaming religious moderation. *Jurnal Penelitian*, 109-118. <https://doi.org/10.28918/jupe.v19i2.6161>
- Huguet, C., Pearse, J., & Esteve, J. (2021). New tools for online teaching and their impact on student learning.. <https://doi.org/10.4995/head21.2021.12811>
- Ismail, I., Ali, H., & Us, K. (2022). Factors affecting critical and holistic thinking in islamic education in indonesia: self-concept, system, tradition, culture. (literature review of islamic education management). *Dinasti International Journal of Management Science*, 3(3), 407-437. <https://doi.org/10.31933/dijms.v3i3.1088>
- Jaenullah, J., Utama, F., & Setiawan, D. (2022). Resilience model of the traditional islamic boarding school education system in shaping the morals of student in the midst of modernizing education. *Jurnal Kependidikan Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan Pengajaran Dan Pembelajaran*, 8(4), 931. <https://doi.org/10.33394/jk.v8i4.6013>
- Jami, D. and Muharam, A. (2022). Strategy for improving the quality of islamic religious education study programs with total quality management. *Nidhomul Haq Jurnal Manajemen Pendidikan Islam*, 7(2), 267-283. <https://doi.org/10.31538/ndh.v7i2.2096>
- Jami, D. and Muharam, A. (2022). Strategy for improving the quality of islamic religious education study programs with total quality management. *Nidhomul Haq Jurnal Manajemen Pendidikan Islam*, 7(2), 267-283. <https://doi.org/10.31538/ndh.v7i2.2096>
- Kamaliah, K. (2022). The development and change of the islamic education curriculum in indonesia (historical, sociological, political, economic and state management overview). *Indonesian Journal of Education (Injoe)*, 2(1), 27-40. <https://doi.org/10.54443/injoe.v2i1.8>
- Latipah, E., Kistoro, H., & Khairunnisa, I. (2020). Scientific attitudes in islamic education learning: relationship and the role of self-efficacy and social support. *Edukasia Jurnal Penelitian Pendidikan Islam*, 15(1), 37. <https://doi.org/10.21043/edukasia.v15i1.7364>
- López-Iñiguez, G. and McPherson, G. (2020). Applying self-regulated learning and self-determination theory to optimize the performance of a concert cellist. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00385>
- Ma`arif, M., Rofiq, M., & Sirojuddin, A. (2022). Implementing learning strategies for moderate islamic religious education in islamic higher education. *Jurnal Pendidikan Islam*, 8(1), 75-86. <https://doi.org/10.15575/jpi.v8i1.19037>
- Malik, M. and Maslahah, M. (2021). The interrelationship of javanese and islamic values on educational aspects and economic aspects. *Journal of Islamic Studies and Humanities*, 6(2), 120-129. <https://doi.org/10.21580/jish.v6i2.8717>
- Mansir, F. (2020). The problematic and challenge of fiqh learning in school and madrasah in the covid-19 pandemic era. *Mudarrisa Jurnal Kajian Pendidikan Islam*, 12(2), 169-184. <https://doi.org/10.18326/mdr.v12i2.169-184>
- Meeks, L. and Moreland, C. (2021). How should we build disability-inclusive medical school admissions?. *The Ama Journal of Ethic*, 23(12), E987-994. <https://doi.org/10.1001/amajethics.2021.987>
- Mombaers, T. and Donche, V. (2020). Hospital school students' academic motivation and support needs: a self-determination perspective. *Frontiers in Education*, 5. <https://doi.org/10.3389/feduc.2020.00106>
- Munir, M. (2021). Community participation in efforts to develop islamic religious education. *Jie (Journal of Islamic Education)*, 6(2), 110. <https://doi.org/10.52615/jie.v6i2.213>
- Muslih, M. (2023). Introducing wasatiyyah islam in religious learning at schools to build a peaceful world civilization.. <https://doi.org/10.4108/eai.12-11-2022.2327395>
- Mustafa, M. and Tunru, M. (2022). A struggle to the rights of getting islamic religious education at state elementary schools in north minahasa. *Al-Ishlah Jurnal Pendidikan*, 14(3), 4187-4196. <https://doi.org/10.35445/alishlah.v14i3.2625>
- Mustafa, M. and Tunru, M. (2022). A struggle to the rights of getting islamic religious

- education at state elementary schools in north minahasa. *Al-Ishlah Jurnal Pendidikan*, 14(3), 4187-4196. <https://doi.org/10.35445/alishlah.v14i3.2625>
- Mutiara, O., Warsah, I., & Amrullah, A. (2021). Implementation of islamic education curriculum principles at state islamic elementary school. *Jip Jurnal Ilmiah Pgmi*, 7(2), 1-10. <https://doi.org/10.19109/jip.v7i2.10207>
- Nurhayati, S. and Andriani, A. (2021). Integrated islamic curriculum development in thematic learning against the formation of students' critical attitude in islamic elementary schools.. <https://doi.org/10.4108/eai.19-7-2021.2312670>
- Nurmawati, N., Usiono, U., & Ariska, E. (2021). Effectiveness of contextual learning in islamic religious education lessons at sma. *Ta Dib Jurnal Pendidikan Islam*, 10(2). <https://doi.org/10.29313/tjpi.v10i2.9385>
- Nurpratiwi, S., Effendi, M., & Amaliyah, A. (2021). Improving religious literacy through islamic religious education course based on the flipped classroom. *Istawa Jurnal Pendidikan Islam*, 6(1), 16. <https://doi.org/10.24269/ijpi.v6i1.3107>
- Qazi, A., Hardaker, G., Ahmad, I., Darwich, M., Maitama, J., & Dayani, A. (2021). The role of information & communication technology in elearning environments: a systematic review. *Ieee Access*, 9, 45539-45551. <https://doi.org/10.1109/access.2021.3067042>
- Rukajat, A. (2022). Efforts to strengthen philosophical foundations islamic education. *Edukasi Jurnal Pendidikan Islam (E-Journal)*, 10(1), 1-12. <https://doi.org/10.54956/edukasi.v10i1.44>
- Sarifah, S., Kadarusman, H., Warisno, A., Andari, A., & Anshori, M. (2023). The rise and development of madrasas in indonesia. *JMKSP (Jurnal Manajemen Kepemimpinan Dan Supervisi Pendidikan)*, 8(1), 308-311. <https://doi.org/10.31851/jmksp.v8i1.11149>
- Suhartanto, D. (2019). Predicting behavioural intention toward islamic bank: a multi-group analysis approach. *Journal of Islamic Marketing*, 10(4), 1091-1103. <https://doi.org/10.1108/jima-02-2018-0041>
- Suprpto, S. (2020). Integrasi moderasi beragama dalam pengembangan kurikulum pendidikan agama islam. *Edukasi Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 18(3), 355-368. <https://doi.org/10.32729/edukasi.v18i3.750>
- Suradi, A. (2022). The social, political, and cultural perspective of islamic education in palembang malay: a continuous evaluation from the dutch colonial period to today. *Journal of Ethnic and Cultural Studies*, 9(3), 56-71. <https://doi.org/10.29333/ejecs/1200>
- Tabroni, N. and Rahmawati, L. (2021). Islamic education and character development: character crisis analysis. *Education Jurnal Sosial Humaniora Dan Pendidikan*, 1(3), 5-7. <https://doi.org/10.51903/education.v1i3.95>
- Taufik, M. (2020). Strategic role of islamic religious education in strengthening character education in the era of industrial revolution 4.0. *Jurnal Ilmiah Islam Futura*, 20(1), 86. <https://doi.org/10.22373/jiif.v20i1.5797>
- Ulfa, E., Djubaedi, D., Sumarna, C., Fatimah, S., Suklani, S., & Hidayat, A. (2021). The role of teachers in fostering religious multiculturalism. *International Journal of Multicultural and Multireligious Understanding*, 8(10), 349. <https://doi.org/10.18415/ijmmu.v8i10.3065>
- Verbree, A., Isik, U., Janssen, J., & Dilaver, G. (2023). Inclusion and diversity within medical education: a focus group study of students' experiences. *BMC Medical Education*, 23(1). <https://doi.org/10.1186/s12909-023-04036-3>
- Weeldenburg, G., Borghouts, L., Slingerland, M., & Vos, S. (2020). Similar but different: profiling secondary school students based on their perceived motivational climate and psychological need-based experiences in physical education. *Plos One*, 15(2), e0228859. <https://doi.org/10.1371/journal.pone.0228859>

