

Creativity of *Fiqih* Teachers in Improving Student Learning Atmosphere During Pandemic at MTs Rhoudotun Hasanah Tanjung Jabung Timur

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Abstract

This study aims to assess the creativity of fiqih teachers in enhancing the learning environment for students across cognitive, affective, and psychomotor domains during the Covid-19 pandemic. A qualitative approach was employed, utilizing the snowball sampling technique. Data was collected through observations, interviews, and documentation. The findings of this study reveal several innovations aimed at enhancing cognitive, affective, and psychomotor abilities. These include: teachers using a paper ball quiz game to create an engaging learning environment, employing a scientific approach, offering motivation, serving as positive role models, and organizing regular religious activities. Supporting factors for these innovations involve internal elements such as teacher awareness, as well as external factors like the teachers' educational backgrounds and the contributions of the school. Despite challenges posed by limited facilities, the school is working on gradually budgeting for the acquisition of necessary fiqh resources through school operational assistance funds.

Keywords: *creativity teacher, improving student, pandemic*

INTRODUCTION

Since the onset of the Covid-19 pandemic, Indonesia's educational system has undergone significant changes, leading to a less effective "learning process" (Aswari, 2021). Education across all levels, from early childhood to university, has shifted to online learning conducted from home. This transition is suspected to have contributed to learning loss among students, a phenomenon where students experience a decline in academic knowledge and skills due to interruptions in their education. As a result, this learning loss negatively impacts students' cognitive, psychomotor, and affective development, causing their growth to progress more slowly (Suyadi et.al, 2023).

UNICEF survey of 4,016 people aged 14-24 from 34 provinces revealed that 69% felt bored with learning from home (Hendryka et.al, 2021). The survey identified two main issues during from home: 35% had trouble accessing the internet, and 38% lacked sufficient teacher support. It also emphasized that the goal of education is to promote behavioral changes, including cognitive growth with a better grasp of knowledge, affective progress with improved attitudes and deeper understanding of what has been learned, and psychomotor development showing advancement in skills.

Regarding the three fundamental domains in educational objectives-cognitive, affective, and psychomotor, commonly known as Bloom's Taxonomy-Anderson agrees with

Bloom that these domains correspond to human aspects of thinking, doing, and feeling (Kuboja, 2016). Anderson highlights that teaching inherently requires creativity, and educators must continually seek new methods to engage students, thereby being recognized as innovative and creative rather than merely adhering to routine practices (Rosyidah & Munip, 2021). Islamic education teachers play a crucial role in imparting Islamic values through both classroom instruction and extracurricular activities (Hidayat, 2022). In this context, the development of these learning domains in fiqh education can be holistically fostered by teachers. To enhance engagement across these domains, teacher innovation is essential in the learning process to capture students' interest (Bakkenes et al., 2010).

Due to the outbreak, the government has mandated that starting from March 24, 2020, all levels of education must conduct their learning processes from home using an online learning system. (Wajdi et.al, 2020). However, in 2023 the learning system changed back to limited face-to-face learning. Two things underlie the implementation of this face-to-face learning because all education personnel have been vaccinated and during distance or online learning, the quality of education has decreased and is far behind other countries during the pandemic. The covid-19 outbreak has greatly disrupted the learning system in schools, especially the loss of interest and enthusiasm for learning (Rasmitadala et.al, 2020). Teacher creativity can awaken students' potential in the spirit of learning. Of course, with the creativity of teachers, learning objectives will be easily achieved, not only during online learning, face-to-face learning activities also creativity from teachers. Teacher creativity can be shown in the use of learning media, teaching materials, and methods or strategies used in learning (Meliala et.al, 2021).

The researchers concentrated on the limitations of face-to-face learning. At MTs Rhoudotun Hasanah, the creativity of fiqh teachers in enhancing cognitive, affective, and psychomotor domains is also evident. In this context, the underachievement in these domains at MTs Rhoudotun Hasanah is reflected in students exhibiting poor attitudes or mentality, feelings, and awareness regarding religious teachings, as well as a lack of application of the lessons learned. Additionally, a decline in the understanding of fiqh material is evidenced by exam scores that fall short of the minimum required marks.

To address these challenges, it is essential for Fiqh teachers at MTs Rhoudotun Hasanah to explore innovative teaching strategies and enhance their pedagogical approaches. This could include integrating more interactive and engaging methods, utilizing digital resources effectively, and providing additional support to students who are struggling (Nisak, 2021). By fostering a more dynamic and supportive learning environment, teachers can better address the cognitive, affective, and psychomotor needs of their students, ultimately improving their understanding and application of Fiqh concepts.

Based on interviews with one of the teachers, it appears that the implementation of fiqh learning online is marked by indifference. When the teacher provides virtual explanations, students often become preoccupied with other tasks or activities at home, even though they are supposed to be attending online lessons. Additionally, students frequently display a lack of respect during lessons conducted via the Zoom Meeting application, often ignoring the teacher by not turning on their cameras, which results in a background of noise

rather than engagement. This lack of seriousness towards learning hampers their ability to grasp the material effectively. Furthermore, students' discipline in submitting assignments online is often lacking, with only half of them consistently fulfilling their responsibility to submit work as directed. (Wargo et.al, 2020).

Observations by researchers at the start of the limited face-to-face sessions at MTs Rhoudotun Hasanah in Class VII B revealed several issues. With only half the students present in the classroom at any given time, 8 students created disruptions when the teacher was absent, while the remaining 4 focused on completing assigned tasks. Additionally, nearly half of the students in Class VII A exhibited poor punctuality and demonstrated a lack of responsibility in meeting deadlines for assignments. There were also frequent signs of diminished etiquette among students, such as a lack of mutual greetings, declining morals, and violations of school rules, including neglecting to bring textbooks, failing to maintain cleanliness, littering, and showing low interest in learning.

This indicates a low level of student performance across the cognitive, affective, and psychomotor domains in terms of understanding and applying fiqh learning values. It reflects inadequate practice of Islamic values, as evidenced by students' poor attitudes and morals, including issues such as lack of discipline, responsibility, indifference, poor manners, and dishonesty.

Apart from being caused by learning loss for one semester, namely online learning. The low level of improvement in the cognitive, affective, and psychomotor domains of students in Fiqih subjects at MTs Rhoudotun Hasanah is also due to the lack of creativity of Fiqih teachers. Based on the author's initial observations at MTs Rhoudotun Hasanah by participating in Fiqih observing the process of learning activities, in teaching there are still many teachers who focus on teaching from the cognitive aspect only, only explaining material with rigid and monotonous learning methods. Teachers present learning by monotonously relying on explanation, they only focus on mastering the material, 'so that students' interest in learning and following and applying the material is not obtained optimally (Hanafie et.al, 2018).

In addition to the learning loss due to the covid-19 pandemic, the low improvement in the cognitive, affective, and psychomotor domains is also due to the lack of creativity of Fiqih teachers. Based on the author's initial observations at MTs Rhoudotun Hasanah in teaching, there are still many teachers who focus on teaching from the cognitive aspect only, only explaining material with rigid and monotonous learning methods. Of the two teachers who teach at MTs Rhoudotun Hasanah, it was found that all teachers presented learning with monotonous reliance on explanation, they only focused on mastering the material, so that students' interest in learning and following and applying the material was not optimally obtained. Based on the description above, the researcher is interested in examining and examining these problems in more depth in a study entitled Creativity of Fiqih Teachers in Improving Student Learning Atmosphere after Pandemic at MTs Rhoudotun Hasanah.

METHOD

This research employs a descriptive qualitative approach. It is termed qualitative because the data collected are analyzed qualitatively rather than quantitatively, through an educational lens. The data collection methods include interviews, observations, and documentation. The study was conducted at MTs Rhoudotun Hasanah during the pandemic. The data collection techniques utilized in this study are: (1) Interviews with the principal, fiqh teachers, and students; (2) Observation to gather information and data regarding the creativity of fiqh teachers in their teaching methods; and (3) Documentation of files and records related to the creativity of fiqh teachers in their teaching practices during the Covid-19 pandemic at MTs Rhoudotun Hasanah.

The analyses used in this study include: (1) Data Reduction, The researcher summarized and selected data obtained from documentation, interviews and observations. The data is then adjusted to the object of research. The data selected are data regarding the form of creativity of Fiqih teachers in increasing students' enthusiasm for learning during the covid-19 pandemic; (2) Data Display Researchers present data regarding the creativity of Fiqih teachers in "improving the affective domain of students" carried out by Fiqih teachers towards "students." This data presentation is in the form of descriptions, sections and relationships between categories of Islamic education learning processes. Presentation of this data is in the form of descriptions, sections and relationships between categories of the Fiqih learning process; (3) Conclusion Drawing and verification, Researchers verify and make conclusions by formulating research conclusions, both temporary and final conclusions. Furthermore, the researcher makes the final conclusion by analyzing all the data.

RESULT AND DISCUSSION

Creativity of Fiqih Teachers During the Covid-19 Pandemic

During the Covid-19 pandemic, MTs Rhoudotun Hasanah implemented curriculum changes in accordance with policies circulated by the Government. Stakeholders try to carry out learning activities well, in accordance with safety and health protocols. Teaching and Learning Activities (KBM) at MTs Rhoudotun Hasanah are carried out in a limited face-to-face manner.

In these restricted face-to-face meetings, only half of the usual number of students attend at a time, while the other half participates in alternating shifts or sessions. Students attend in shifts with each lesson limited to 60 minutes across two shifts. Each shift consists of 2-hour sessions where typically a 40-minute lesson is reduced to 20 minutes due to the limitations of the face-to-face format. For class IX, students attend based on sessions with the first lesson allocated 60 minutes. Additionally, the limited face-to-face instruction at MTs Rhoudotun Hasanah is complemented by online learning through class groups on the WhatsApp application.

Learning creativity supports one's success in achieving high learning achievement. Especially in the midst of the Covid-19 pandemic, where due to the transformation of the learning system from time to time, from the beginning of the implementation of full online learning to limited face-to-face learning is not optimal like normal learning before the covid-

19 outbreak. The role of creative teachers is needed in dealing with learning loss for students due to the online learning system that was implemented one semester earlier. The state of learning loss is a situation where learners lose knowledge and skills either general or specific or academically regress, which occurs due to prolonged gaps or the unsustainability of the educational process. This learning loss situation certainly affects the cognitive, psychomotor and affective aspects of students developing slowly. For this reason, the teacher as the main driver in the learning process must act as a creative and innovative classroom manager.

MTs Rhoudotun Hasanah as an educational unit tries to carry out learning activities while still running well, in accordance with safety and health protocols. Based on the results of interviews with the Principal, Teaching and Learning Activities (KBM) at MTs Rhoudotun Hasanah are carried out in a limited face-to-face manner, namely the learning system is face-to-face with half the usual number of students. Learning is carried out using shift time for classes VII and VIII while class IX uses session time.

As we know that the role of creative teachers is needed in dealing with learning loss for students due to the online learning system that was implemented one semester earlier. The state of learning loss is a situation where learners lose knowledge and skills either general or specific or academic setbacks, which occur due to prolonged gaps or the unsustainability of the educational process. This learning loss situation certainly affects the cognitive, psychomotor and affective aspects of students developing slowly. For this reason, the teacher as the main driver in the learning process must act as a creative and innovative classroom manager (Sawyer, 2019).

Planning in the management function is very important, a successful activity is usually an indication of careful planning. Based on the statement of the Fiqih Teacher at MTs Rhoudotun Hasanah, Mrs. Rahma, that the first thing he had to do was compile a syllabus and lesson plan (RPP). Creative teachers are one of the factors that affect the quality of education. Guntur Talajan mentioned that teacher creativity can be Fiqih two components of learning in the classroom, including:

Creativity in managing the class in the form of Mobilising students to maintain class cleanliness, not only in Fiqih subjects but also in other subjects. Related to that, Farel who is one of the seventh grade students, said that before any teacher enters the class, students are really ready to take part in the lesson, one of which is by keeping the class clean, such as no more scribbled blackboards, scattered garbage, and irregular benches and tables. Managing seating arrangements to create a fresh atmosphere, namely by rotating student seating with a zik-zak arrangement and according to the covid-19 standard, namely two benches occupied by only one student. This bench arrangement helps learning to run effectively so that there are no students who joke or chat with their classmates when the teacher explains.

Carrying out learning outside the classroom, namely in addition to learning in the classroom Fiqih teachers at MTs Rhoudotun Hasanah are also creative occasionally inviting students to study outside the classroom. In addition to the musholla and library facilities that are usually used as places for Fiqih learning, the school pavilion facility is one of the places of choice for teachers to implement outdoor learning at MTs Rhoudotun Hasanah. Outdoor learning is carried out to help eliminate student boredom learning in the classroom. The Fiqih

material in outdoor learning is adapted to what happens in the surrounding nature as in the class VII material "Clean Living All Become Comfortable". Here the teacher provides material with the lecture method and examples of the material provided are described in nature, especially clean living in the school environment.

Helping students in the classroom to learn collaboratively and cooperatively by encouraging students to be active in class such as discussions, presentations, questions and answers, quizzes (Utomo et.al, 2023). Interestingly in this quiz session, one of the innovations made by the teacher using snow ball throwing is a quiz in the form of a ball throwing game made of paper. This paper ball throwing quiz is usually applied by making teams or groups, but to get around the limited learning time this quiz is done individually with the following steps: 1) The teacher conveys about the material that will be presented in the learning that is carried out; 2) Each student must learn the material that has been studied previously either from the teacher's explanation, or from the book; 3) The teacher gives to students about how to play the quiz game; 4) Next, students are given one sheet of paper. The paper is used to write about one question and the student who makes the question has prepared the answer. The questions written are related to the material that has been explained; 5) The paper on which the questions are written by each student is then made into a ball and given to the teacher; 6) The teacher throws the ball randomly to one of the students; 7) The student who gets the ball throws it to another student, either randomly or intentionally.

Providing motivation and reinforcement to students through religious extracurricular activities as an effort to build good communication between teachers and students. This is in line with Sri Narwati's theory in Character Education Integrating 18 Character Building Values in Subjects (2011: 11), about the indicators that creative teachers must have in managing the classroom, namely: able to create new ideas, be different, flexible, sociable, and fun. Creativity in the Fiqih learning process related to the use of media and varied learning models such as:

The application of the cooperative learning model integrated with picture-based learning is referred to as the PAP model. This approach is utilized for teaching topics such as faith in angels and the virtues of congregational prayer. In this model, the teacher uses pictures, sourced from Google, printed, and affixed to cardboard as teaching aids. The teacher begins by providing an explanation through a lecture method and then organizes students into groups. Each group is tasked with creating teaching materials related to the assigned content using the images on cardboard, and subsequently presenting their work to the other groups.

The use of media and learning resources from Google, such as PDFs, videos, and links related to fiqih material, is integrated into the educational process through WhatsApp groups. Rather than relying solely on books, teachers also utilize these online resources to support the fiqih content being studied. The materials are shared in the class WhatsApp group to provide students with additional learning resources that they can review at home, especially since time for listening to the teacher's explanations during school is limited. This approach aims to enhance students' literacy on the subject and allows them to engage with the material at their own pace outside of class.

Students' Cognitive, Emotional, and Physical Skills during the Covid-19 Pandemic

In education, academic achievement as contained in the educational objectives is related to the three domains that students must achieve, namely the cognitive (knowledge), affective (attitude) and psychomotor (skills) domains (Noor et.al, 2020). These three domains are indispensable as the achievement of student learning outcomes. The ability of the cognitive, affective and psychomotor domains of students in limited face-to-face learning has increased, this ability is seen based on student learning outcomes where the majority of student scores have reached KKM (Minimum Completeness Criteria). According to Mrs. Rahma explanation, apart from academic achievement, the achievement of the cognitive, affective and psychomotor domains of students during limited face-to-face learning is an indicator of success seen from the ability of students to understand the concept of material and apply the material in everyday life so that it becomes a routine habit to be carried out.

The three domains are evaluated apart from quizzes, assignments both individual and group and student activeness, teachers at MTs Rhoudotun Hasanah use written exams to determine the extent of students' knowledge of the material that has been delivered. Meanwhile, attitude assessment is seen from teaching and learning activities. and psychomotor assessment is seen from practical exams.

To gain a more thorough understanding of students' progress, teachers at MTs Rhoudotun Hasanah could enhance their assessment approach by integrating a range of evaluation methods. For instance, using project-based assessments and reflective journals could yield richer insights into students' cognitive development, emotional growth, and practical skills. These assessment techniques encourage students to apply their knowledge in real-world contexts and to reflect on their learning experiences, thereby offering a more comprehensive view of their advancement across all three domains.

Moreover, offering regular feedback to students is crucial for promoting continuous improvement. Constructive feedback enables students to recognize their strengths and areas needing development, which helps them adjust their learning strategies accordingly. By sustaining an ongoing conversation about performance and progress, teachers can more effectively assist students in reaching their educational objectives and addressing any difficulties they face during the learning process. This practice not only boosts student engagement but also fosters a more effective and supportive learning environment.

Furthermore, the timing of learning evaluations, particularly for fiqih, should not be restricted to just PTS (Mid-Semester Assessment) or PAS (End of Semester Assessment). Evaluations should occur regularly, such as conducting daily tests after completing each topic to gauge students' understanding of the material. If students do not meet the designated KKM (Minimum Completion Criteria) standard, additional remediation is required. Additionally, memorization of verses or hadith related to the material is also incorporated. Student learning outcomes vary depending on individual abilities, as each student has different levels of intelligence. However, overall, most students have achieved the KKM score during the period of limited face-to-face instruction.

Creativity of Fiqih Teachers in Enhancing Students' Cognitive, Emotional, and Psychomotor Domains During the Covid-19 Pandemic

Based on observational results, the researchers found that the efforts of fiqih teachers to enhance cognitive, affective, and psychomotor domains were evident not only during the Covid-19 pandemic but also prior to it. This creativity was initially employed to improve learning outcomes. However, during the pandemic, teachers were compelled to become even more inventive in their teaching methods to engage students, particularly during the limited face-to-face sessions. The reduced enthusiasm for face-to-face learning during the pandemic can be attributed to the disruption of traditional in-person schooling, which affected students' motivation and engagement in distance learning.

In addressing these challenges, it is essential for fiqih teachers to continually adapt and innovate their teaching methods. This could include integrating blended learning approaches that combine online and offline strategies, utilizing multimedia resources to enhance lesson engagement, and creating interactive platforms for student collaboration. By adopting these strategies, teachers can more effectively manage the disruptions caused by the pandemic and foster a more dynamic learning environment. This proactive approach not only helps sustain student engagement but also ensures that educational goals are achieved despite the constraints of distance learning.

Based on the explanation above, it can be concluded that the creativity demonstrated by fiqih teachers at MTs Rhoudotun Hasanah in enhancing students' cognitive, affective, and psychomotor skills includes several strategies. For instance, using a paper ball throwing quiz helps sharpen students' cognitive abilities by encouraging them to formulate and answer questions, promoting bravery, and fostering a sense of responsibility, all while creating an enjoyable learning environment. The scientific approach, which combines cooperative learning models with image media, aids cognitive development by allowing students to absorb material through visuals and present their understanding in group discussions, thus improving problem-solving skills. Affectively, this approach is reflected in students' willingness to participate, their orderly conduct in discussions, and their ability to collaborate effectively with peers. Psychomotor skills are demonstrated by the way students actively practice and apply the fiqih material discussed.

Instilling habituation patterns is affective guidance and can improve students' psychomotor abilities, motivating and reinforcing students is also one of the affective guidance to always apply good values in everyday life (Arief, 2023). Being a role model is also one of the affective guidance such as implementing a disciplined life, dressing politely and also having noble character. Organizing religious extracurricular activities such as dhuha prayer activities in congregation, yasin reading activities on Friday and dzuhur prayer activities in congregation is also a creativity that can improve students' cognitive, affective and psychomotor towards the implementation of worship so that it can train students to apply it in the midst of society (Hidayat & Malihah).

Additionally, incorporating technology into religious education can further enhance students' engagement and learning (Hidayat et.al, 2023). Utilizing digital platforms for virtual study groups, online discussions, and interactive content can complement traditional

teaching methods and provide students with diverse learning experiences. This approach not only supports cognitive development through access to various resources but also fosters affective growth by creating a more connected and supportive learning community. By integrating these modern tools with established practices, educators can create a more comprehensive and effective educational environment that addresses the needs of students in a rapidly evolving world (Fishma et.al, 2016).

CONCLUSION

The findings of this study reveal several innovations aimed at enhancing cognitive, affective, and psychomotor abilities. These include: teachers using a paper ball quiz game to create an engaging learning environment, employing a scientific approach, offering motivation, serving as positive role models, and organizing regular religious activities. Supporting factors for these innovations involve internal elements such as teacher awareness, as well as external factors like the teachers' educational backgrounds and the contributions of the school. Despite challenges posed by limited facilities, the school is working on gradually budgeting for the acquisition of necessary fiqh resources through school operational assistance funds.

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