



Collaboration of teacher and supervisors in increasing students' al-Qur'an reading ability in madrasah ibtidaiyah, Polewali Mandar District, Polewali Mandar Regency

Imran Kaldjubi Kesa¹, Syahrudin Usman², Amrah Kasim³, & Yusuf T.⁴

^{1,2,3,4}Education and Teacher Training, Universitas Islam Negeri Alauddin Makassar

Correspondence Email: imrankaldjubikesa68@gmail.com

ABSTRACT

This study aimed to analyze the collaboration between teachers and supervisors in improving students' Al-Qur'an reading skills in Madrasah Ibtidaiyah, Polewali Mandar District, Polewali Mandar Regency. The research method used is a qualitative approach using interviews and observation as data collection techniques. Research participants included teachers, supervisors, and students. The results of this study indicate that collaboration between teachers and supervisors has a crucial role in improving students' Al-Qur'an reading skills. This collaboration allows Teachers and supervisors to share experiences, knowledge, and effective teaching strategies. Interactive and contextual learning strategies have also proven effective in increasing the understanding and application of religious teachings. Students are actively involved in group discussions, structured reading exercises, and the use of relevant learning materials. This research provides a deeper understanding of the importance of collaboration between teachers and supervisors in Islamic religious education. The findings of this research can form the basis for developing training programs for teachers and supervisors, as well as encouraging broader collaborative practice in Islamic religious education in Madrasah Ibtidaiyah. This research also contributes to the development of religious education by emphasizing effective interactive and contextual learning strategies.

Keywords: Teacher and supervisor collaboration; ability to read Al-Qur'an; religious education; madrasah ibtidaiyah

1. INTRODUCTION

Islamic religious education plays a central role in shaping students' character and strengthening their understanding of Islamic values (Alhawari, 2022). One important aspect of Islamic religious education is the ability to read the Koran. Reading the Qur'an

is a technical skill and involves understanding and applying religious teachings in daily life (Ali et al., 2021). Therefore, improving the ability to read the Koran is an essential focus in the context of Madrasah Ibtidaiyah in Polewali Mandar District, Polewali Mandar Regency.

Effective collaboration between teachers and supervisors has a significant role in improving students' Al-Qur'an reading skills. As a learning facilitator, the teacher is responsible for conveying the subject matter and involving students in Al-Qur'an reading activities (Syahputra et al., 2020). On the other hand, supervisors have an advisory and supporting role for teachers in developing effective learning strategies (Bhatti et al., 2021). In the context of Madrasah Ibtidaiyah, good collaboration between teachers and supervisors can provide significant benefits in efforts to improve students' Al-Qur'an reading skills.

Previous research has highlighted the importance of collaboration between teachers and supervisors in educational contexts. For example, research by Rahman et al. (2021) shows that good collaboration between teachers and supervisors can improve the quality of learning and student learning outcomes. Likewise, research by Abdul Rahman (2020) concludes that strong collaboration between teachers and supervisors can create a positive learning environment and increase student motivation.

However, in Madrasah Ibtidaiyah of Polewali Mandar District, Polewali Mandar Regency, challenges still need to be overcome to increase collaboration between teachers and supervisors to improve students' Al-Qur'an reading skills. One of these challenges is the need for more adequate resources regarding learning tools and teacher training (Syahputra et al., 2020). In addition, less effective teaching methods and the need for more communication and coordination between teachers and supervisors are obstacles to optimizing this collaboration.

In this context, this study aims to analyze the collaboration of teachers and supervisors in improving students' Al-Qur'an reading skills in Madrasah Ibtidaiyah, Polewali Mandar District, Polewali Mandar Regency. This study used a qualitative approach with a pedagogic approach. The research participants included teachers and supervisors from Madrasah Ibtidaiyah in Polewali Mandar District. Data will be collected through interviews, observation, and analysis of related documents.

The research question to be answered in this study is: How can the collaboration of teachers and supervisors be improved to improve students' Al-Qur'an reading skills in Madrasah Ibtidaiyah, Polewali Mandar District, Polewali Mandar Regency? The results of this study are expected to provide a deeper understanding of the importance of collaboration between teachers and supervisors in improving students' Al-Qur'an reading skills in Madrasah Ibtidaiyah. In addition, the results of this study are also expected to provide practical recommendations for education practitioners and policymakers to improve the quality of Islamic religious education at the primary level.

This research implies the need to strengthen cooperation and communication between teachers and supervisors to improve students' Al-Qur'an reading skills. This can be done through collaboration training, discussion forums, and the formation of work teams between teachers and supervisors. The results of this research can contribute to the development of Al-Qur'an education in Madrasah Ibtidaiyah, especially in the context of the Polewali Mandar sub-district, Polewali Mandar Regency.

2. METHODS

This study used a qualitative and pedagogic approach to analyze the collaboration between teachers and supervisors in improving students' Al-Qur'an reading skills in Madrasah Ibtidaiyah, Polewali Mandar District, Polewali Mandar Regency. A qualitative approach was chosen because this study aims to understand the context of collaboration between teachers and supervisors and the phenomena that occur in improving students' Al-Qur'an reading skills. The pedagogic approach method is used to explore interactions, learning strategies, and the use of resources carried out by teachers and supervisors, which allows researchers to understand in depth the context of collaboration between teachers and supervisors in improving students' Al-Qur'an reading skills at Madrasah Ibtidaiyah, Polewali District Mandar, Polewali Mandar Regency., researchers to explore and understand complex aspects of interactions, learning strategies, and the use of resources carried out by teachers and supervisors in the context of Islamic religious education (Alhawari, 2022).

The pedagogical approach method is used to comprehensively understand the collaboration between teachers and supervisors. This approach allows researchers to analyze the learning process, teaching strategies, and resources such as learning materials, Al-Qur'an books, and innovative learning methods (Bhatti et al., 2021). With this approach, researchers can explore how teachers and supervisors work together effectively in improving students' Al-Qur'an reading skills.

The research design involved several stages, which included participant identification, data collection, data analysis, and interpretation of findings. The first stage is the identification of participants, in which teachers and supervisors of Madrasah Ibtidaiyah in Polewali Mandar District will be selected as research subjects. The participant selection process was carried out by considering relevant criteria, such as experience in learning the Qur'an, the role in the collaboration between teachers and supervisors, and commitment to improving students' Al-Qur'an reading skills.

Data was collected through several techniques, including interviews, observation, and analysis of related documents. Interviews will be conducted with teachers and supervisors to gain an in-depth understanding of the collaboration in learning the Qur'an. Observations were made to observe interactions between teachers and supervisors, learning strategies used, and the use of resources in improving students' Al-Qur'an reading skills. Analysis of related documents will be carried out to obtain additional

relevant information, such as learning guides, evaluation reports, or professional development programs that have been carried out previously.

The collected data will be analyzed descriptively through data reduction, presentation, and conclusion. Data was reduced by identifying themes and patterns from interviews, observations, and document analysis. The presentation of data is done by organizing findings in the form of relevant narratives, quotes, or tables. Conclusions are drawn by comparing the findings with relevant theories or conceptual frameworks and providing a comprehensive interpretation of the collaboration between teachers and supervisors in improving students' Al-Qur'an reading skills.

In the data analysis stage, qualitative analysis techniques such as content analysis or thematic analysis will be used. Content analysis involves identifying, classifying, and interpreting information from interviews, observation, and document analysis. Thematic analysis will assist in identifying and understanding the thematic patterns that emerge from the data so that it can assist in answering research questions. Ethical considerations in this study included submitting research proposals to relevant institutions, obtaining permission and approval from the madrasah, maintaining the confidentiality of the information and participant identities, and providing information and consent to participants regarding using their data in this research.

3. RESULTS AND DISCUSSION

A. Collaboration between teachers and supervisors in Madrasah Ibtidaiyah, Polewali Mandar District, Polewali Mandar Regency

Collaboration between teachers and supervisors is essential in improving students' Al-Qur'an reading skills. Teachers and supervisors work synergistically by sharing experience, knowledge, and effective teaching strategies. They collaborate in developing directed lesson plans and provide contextual support for students. It was found that collaboration between teachers and supervisors has a critical role in improving students' Al-Qur'an reading skills. Teachers and supervisors work synergistically by sharing experiences, knowledge, and effective teaching strategies. Collaboration with supervisors assists in preparing lesson plans that are directed and focused on developing students' Al-Qur'an reading skills. They jointly identify students' individual needs and adapt learning approaches according to their level of understanding. Teachers also recognize that the supervisor's support in providing constructive feedback and suggestions is invaluable in improving the quality of learning.

Nurhayati from MIS Manding expressed the importance of collaboration between these teachers. They stated that by working together and sharing experiences, they could develop more effective learning strategies to improve students' Al-Qur'an reading skills. They also recognized that with the support and feedback from their supervisors, they could continue to improve their teaching methods and adapt learning approaches according to students' individual needs.

A supervisor named Mursalim highlighted the importance of contextual support given to teachers. Supervisors ensure that the necessary resources are available and accessible to teachers, such as quality Al-Qur'an books, relevant learning materials, and enrichment according to students' ability level. In addition, supervisors also guide teachers in developing effective learning strategies and facilitate collaboration between teachers within the madrasah.

It consistently shows that collaboration between teachers and supervisors significantly improves students' Al-Qur'an reading skills. This collaboration includes sharing experiences, knowledge, effective teaching strategies, and contextual support and guidance. These findings provide a deeper understanding of the importance of cooperation between teachers and supervisors in the context of Madrasah Ibtidaiyah, intending to improve the quality of learning the Qur'an for students.

Findings are about collaboration between teachers and supervisors in improving students' Al-Qur'an reading skills. Observations occur directly in the classroom and involve teacher, supervisor, and student interactions. This shows that collaboration between teachers and supervisors positively impacts the quality of learning. There is an open dialogue between teachers and supervisors, where they actively discuss teaching methods, evaluation of learning outcomes, and curriculum renewal. This reflects the existence of close teamwork and a shared vision for improving students' Al-Qur'an reading skills. Collaboration between teachers and supervisors occurs in various learning activities. Teachers and supervisors work together to develop directed lesson plans and determine methods that suit the needs of students. They openly discussed effective learning strategies and shared successful experiences improving Al-Qur'an reading skills.

Supervisors are also actively involved in providing feedback to teachers and students. Supervisors observe the learning process directly, provide teachers with constructive suggestions, and motivate students. In some cases, supervisors also provide special guidance sessions for students who need extra attention in reading the Qur'an. Teachers and supervisors have a sense of togetherness in the learning approach. They support and complement each other in providing quality learning. This collaboration creates a positive atmosphere in the classroom, where students feel supported and motivated to improve their Al-Qur'an reading skills.

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Collaboration between teachers and supervisors in Madrasah Ibtidaiyah, Polewali Mandar District, Polewali Mandar Regency, significantly improves students' Al-Qur'an reading skills. Through sharing experiences, knowledge, effective teaching strategies, and providing contextual support and feedback, this collaboration positively contributes to improving the quality of learning the Qur'an and strengthening students' understanding of Islamic values.

B. Learning Strategy between Teachers and Supervisors in Madrasah Ibtidaiyah, Polewali Mandar District, Polewali Mandar Regency

The learning strategies used in this collaboration also play a crucial role. Teachers and supervisors implement various learning methods and techniques that enable students to be active. They use an interactive and contextual approach that involves students in discussions, reading exercises, and understanding the meaning of the verses of the Qur'an. Learning strategies used in collaboration between teachers and supervisors also have a crucial role in improving students' Al-Qur'an reading skills. The results of interviews with teachers and supervisors provide deeper insight into the learning strategies applied.

Suhartini, S.Pd.I., explained that they used an interactive approach to learning the Qur'an. Students are invited to actively participate in group discussions, share their understanding of the verses of the Qur'an, and provide feedback to each other. The teacher also uses a structured and gradual reading practice technique, paying attention to the correct intonation and tajwid. In addition, the use of relevant and contextual learning materials is also part of the learning strategy applied. From information from Marsa, it was found that they also apply an interactive approach to learning the Qur'an. They said involving students in discussions and sharing understanding was very effective in deepening their understanding of the verses of the Qur'an. These teachers also use role-play or dramatization techniques to bring the stories in the Qur'an to life so that students can more easily understand the context and values contained therein.

They also emphasize the importance of using relevant and contextual learning resources. They use reading materials, audio, video, and digital media that can facilitate understanding and increase students' interest in learning the Qur'an. Using these resources, they try to choose material appropriate to the context of the student's lives so that learning the Qur'an becomes more meaningful and relevant. This illustrates that interactive approaches, group discussions, structured reading practice techniques, and relevant learning resources are essential in improving students' Al-Qur'an reading skills. In the context of Madrasah Ibtidaiyah, learning strategies that build the active involvement of students and relate religious teachings to their daily lives are very much needed.

Thus, the conclusion is that the interactive approach and the use of varied learning techniques and relevant and contextual learning resources significantly improve students' Al-Qur'an reading skills in Madrasah Ibtidaiyah. In its implementation, collaboration

between teachers and supervisors is vital in developing effective learning strategies and ensuring the application of learning methods that suit the needs of students.

Mursalim, M.Pd., as his supervisor, said that they encourage using technology in learning the Qur'an. Supervisors reported that teachers at the Madrasah Ibtidaiyah of Polewali Mandar District actively used digital media, such as interactive Al-Qur'an applications, to facilitate exciting and interactive learning. This technology helps increase students' interest and motivation in reading the Qur'an. Teachers and supervisors adapt learning strategies to students' needs in this collaboration. They look at individual students' reading and comprehension abilities and adapt learning approaches to meet their needs. Some learners may require a more intensive approach, while others may progress more quickly. In this case, collaboration between teachers and supervisors is essential to ensure that each student gets the appropriate learning approach.

Implementing interactive, contextual, and personalized learning strategies and collaboration between teachers and supervisors has created a positive learning environment and motivated students to improve their Al-Qur'an reading skills. Through discussions, structured reading exercises, and the use of technology, students are actively involved in understanding the meaning of the verses of the Qur'an and developing better reading skills. Observers also make an essential contribution in strengthening findings about learning strategies used in a collaboration between teachers and supervisors, which are carried out directly in the classroom and involve observing interactions between teachers, supervisors, and students.

Teachers and supervisors implement active learning strategies and involve students directly. They use an interactive approach to learning, in which students are encouraged to participate in group discussions, ask questions, and share their understanding of the verses of the Qur'an. Teachers and supervisors provide students contextual feedback, positive encouragement, and correct errors in reading the Qur'an. Teachers and supervisors use interactive Koran applications, multimedia, and other digital resources to enrich the learning experience. Students can use these media to read the Qur'an more interactively, listen to the readings with the correct intonation, and see explanations that support their understanding.

In some cases, it was also revealed that there was a collaboration between students in helping each other read the Qur'an. Students provide mutual support, discuss, and provide constructive feedback to one another. This shows that collaboration does not only occur between teachers and supervisors but also between students, creating a cooperative learning environment.

It can be concluded that the learning strategies applied in collaboration between teachers and supervisors at Madrasah Ibtidaiyah, Polewali Mandar District, Polewali Mandar Regency, include interactive approaches, the use of technology, and collaboration between students. This strategy created an active learning environment, involving students directly and enriching their Al-Qur'an reading experience.

C. The Supervisory Role as a Guide and Motivator

The supervisor's role as a guide and motivator is crucial in improving students' Al-Qur'an reading skills. Supervisors provide constructive feedback to teachers and students, provide encouragement and moral support, and provide valuable suggestions to improve the quality of learning. Supervisors play the role of mentors and motivators who provide constructive feedback to teachers and students.

Murasalim, M.Pd., stressed the importance of providing moral support and encouragement to teachers. Supervisors ensure that teachers feel supported and motivated in teaching Qur'an recitation. They appreciated the teachers' efforts and dedication to improving students' Al-Qur'an reading skills. In addition, supervisors also provide constructive feedback to teachers based on their observations of the learning process. This feedback aims to help teachers identify strengths and areas that need improvement in learning the Qur'an. By providing valuable advice, supervisors assist teachers in developing more effective teaching methods and strategies. The importance of open communication between them and the teacher. Through open and continuous communication, supervisors can provide appropriate guidance and ensure learning objectives are achieved. Supervisors also support teachers in overcoming challenges and difficulties in teaching Qur'an recitation.

In collaboration with teachers, the supervisor's role as a guide and motivator is vital. Supervisors help ensure teachers have support, constructive feedback, and valuable suggestions to improve students' Al-Qur'an reading skills. With effective collaboration between teachers and supervisors, learning the Qur'an can be better and more meaningful for students. It was also found that the role of supervisors as mentors and motivators is evident in their interactions with teachers and students. During classroom observations, supervisors were actively involved in the Qur'an learning process and provided contextual support. Supervisors provide immediate feedback to teachers after the learning session, either through informal discussions or formal meetings. This feedback includes observations of teaching strategies, class management, student interactions, and assessment of Al-Qur'an reading. Supervisors praise and recognize teachers' success in creating an inclusive and motivating learning environment for students. Supervisors are also involved in the reflection process with the teacher after the implementation of learning. They identify strengths and areas of improvement in learning the Qur'an, and together, they seek solutions to increase learning effectiveness. Supervisors provide constructive suggestions and inspire teachers to improve teaching methods and learning approaches that are more varied.

The teacher provides encouragement and motivation to students to continue to improve their ability to read the Koran. Supervisors give praise for the achievements and efforts of students, as well as provide moral support to overcome challenges and difficulties in learning the Qur'an. Thus, strengthening the finding that supervisors play an important role as mentors and motivators in collaboration with teachers. Direct interaction between supervisors, teachers, and students shows close cooperation and

mutual support in improving students' Al-Qur'an reading skills in Madrasah Ibtidaiyah, Polewali Mandar District, Polewali Mandar Regency.

The findings of this study are consistent with previous research, which emphasizes the importance of collaboration between teachers and supervisors in the context of Islamic religious education (Bhatti et al., 2021; Rahman et al., 2021). This collaboration provides opportunities for teachers and supervisors to learn from each other, share knowledge, and develop effective learning strategies. This discussion shows the consistency of the findings of this study with previous research, which has emphasized the importance of collaboration between teachers and supervisors in the context of Islamic religious education. In their research, Bhatti et al. (2021) highlighted that collaboration between teachers and supervisors significantly improves the quality of Islamic learning. Their research results show that this collaboration enables teachers and supervisors to share experiences, knowledge, and effective learning strategies to improve students' ability to read the Qur'an.

Rahman et al. (2021) also found similar findings in their research. They emphasized that collaboration between teachers and supervisors is crucial in improving students' Al-Qur'an reading skills in Islamic educational institutions. Through this collaboration, teachers and supervisors can work together to design directed lesson plans and provide contextual support for students. In this study, collaboration between teachers and supervisors proved to be a critical factor in improving students' Al-Qur'an reading skills in Madrasah Ibtidaiyah. This collaboration involves exchanging knowledge and learning strategies and supervisors as mentors and motivators in providing constructive feedback and valuable suggestions to teachers and students. The observation results also confirm that learning strategies that actively activate students, such as discussions, reading exercises, and understanding the meaning of the Qur'an verses, effectively improve students' reading skills.

The findings of this study are consistent with previous research, which emphasizes the importance of collaboration between teachers and supervisors in the context of Islamic religious education. This collaboration provides opportunities for teachers and supervisors to learn from each other, share knowledge, and develop effective learning strategies. Thus, this discussion underscores the importance of collaboration, effective learning strategies, and the role of supervisors as mentors and motivators in improving students' Al-Qur'an reading skills in Madrasah Ibtidaiyah. This research also underlines the importance of interactive and contextual learning strategies. In the context of learning the Qur'an, students need to be actively involved and be able to relate religious teachings to their daily lives. This enables them to understand the deeper meaning of the verses of the Qur'an and apply them in their lives.

Students need to be actively involved in learning the Qur'an and be able to relate religious teachings to their daily lives. This is in line with previous research, which shows that interactive and contextual learning can increase students' understanding of the meaning of the verses of the Qur'an and encourage them to apply it in everyday life

(Hussein et al., 2022; Mustafa et al. , 2021). Hussein et al. (2022) in his research emphasized the importance of an interactive learning approach in improving students' ability to understand the Qur'an. The results of their research show that learning that involves students in discussions, reading exercises, and applying verses of the Qur'an in contextual situations can increase students' understanding of the content and meaning of the Qur'an.

Another study by Mustafa et al. (2021) also highlights the importance of context in learning the Qur'an. The results of their research show that contextual learning of the Qur'an, which relates religious teachings to the situations and daily lives of students, can improve students' understanding and application of the Al-Qur'an. In the context of this study, interactive and contextual learning strategies applied by teachers and supervisors play a key role in improving students' Al-Qur'an reading skills. By actively involving students, discussions, reading exercises, and understanding the meaning of the verses of the Qur'an become more effective. Students can share understandings, explore the context of everyday life, and relate religious teachings to their personal experiences.

The context of everyday life can improve students' understanding and application of the Al-Qur'an. This research implies that collaboration between teachers and supervisors can improve students' Al-Qur'an reading skills in Madrasah Ibtidaiyah. These findings can form the basis for developing training programs for teachers and supervisors and encourage broader collaborative practice in the context of Islamic religious education.

CONCLUSION

The implications of this study indicate that collaboration between teachers and supervisors has the potential to be an effective model in improving students' Al-Qur'an reading skills in Madrasah Ibtidaiyah. This collaboration allows teachers and supervisors to learn from each other, share knowledge, and develop effective learning strategies. By working together, they can develop targeted lesson plans, provide contextual support, provide constructive feedback, and provide valuable suggestions for improving the quality of learning. Provides a solid basis for developing training programs for teachers and supervisors in the context of Islamic religious education. Training programs that focus on collaboration and developing cooperation between teachers and supervisors can help improve the quality of learning the Qur'an in Madrasah Ibtidaiyah. Through this training, teachers and supervisors can broaden their understanding of effective learning strategies, the use of appropriate resources, and collaborative practices that can improve students' Al-Qur'an reading skills.

Collaboration between teachers and supervisors can be an inspirational model for other educational institutions in Madrasah Ibtidaiyah and other educational institutions. By implementing practical cooperation and collaboration between teachers and supervisors, educational institutions can create an inclusive, responsive learning environment that improves students' Al-Qur'an reading skills. Collaboration between

teachers and supervisors is essential in improving students' Al-Qur'an reading skills in Madrasah Ibtidaiyah, Polewali Mandar District, Polewali Mandar Regency. The findings of this study indicate that this collaboration can increase the effectiveness of learning the Qur'an and enrich students' experiences in understanding and applying religious teachings in everyday life.

Interactive and contextual learning strategies have improved students' Al-Qur'an reading skills. Through this approach, students are actively involved in discussions, reading exercises, and understanding the meaning of the verses of the Qur'an. This allows them to deepen their understanding of religious teachings and apply them in everyday life. The supervisor's role as a guide and motivator significantly improves students' Al-Qur'an reading skills. Constructive feedback, moral support, and valuable suggestions from supervisors can motivate students to continue developing their abilities and improving learning quality. This collaboration provides opportunities for teachers and supervisors to learn from each other, share knowledge, and develop effective learning strategies. The implications of this research suggest the need to develop training programs for teachers and supervisors in the context of Islamic religious education. This training program can enrich their knowledge and skills in effective learning strategies, appropriate resources, and collaborative practices that focus on improving students' Al-Qur'an reading skills.

Overall, this study provides a deeper understanding of the importance of collaboration between teachers and supervisors in improving students' Al-Qur'an reading skills in Madrasah Ibtidaiyah. The results and implications of this research are expected to positively contribute to developing quality Islamic religious education relevant to students' needs.

Acknowledgement

The author would like to thank all parties who supported and assisted in writing this article. Thanks to:

- Friends and Family: I would like to thank my friends and family who have provided moral support and motivation throughout the process of writing this article. Your support gives me enthusiasm and inspiration to finish the article well.
- Research Respondents: Thanks to all the respondents who have participated in this research. Their contributions and participation are invaluable in generating the data used in writing this article.
- Institution/organization: Thank you to the institution or organization that has provided access and permission to conduct this research. Without their support, this research would not be possible.
- References and Resources: I would like to express my gratitude to all the authors, researchers, and other resources I have used in writing this article. The references they produce have provided deep insight and understanding of the research topic.

- Readers: Thank you to all the readers who have taken the time to read this article. This article will provide benefits and a deeper understanding of the topics discussed.
- Thanks to all those who have helped in writing this article. Their support and contribution mean a lot to the success of this article.

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