

STUDY MADANI CLUB AND FORMATION OF PROFESSIONAL COMPETENCE OF PROSPECTIVE EDUCATORS

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ABSTRAK

Penelitian ini mengkaji peran *Studi Madani Club* sebagai platform pengembangan kompetensi profesional calon pendidik Pendidikan Agama Islam di Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sumatera Utara. Fokus penelitian adalah bagaimana *Studi Madani Club* membantu dalam peningkatan keterampilan pedagogis dan internalisasi nilai-nilai keislaman. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data diperoleh melalui observasi, wawancara mendalam, dan analisis dokumen terkait kegiatan *Studi Madani Club*. Hasil penelitian menunjukkan bahwa *Studi Madani Club* efektif dalam meningkatkan kompetensi pedagogis mahasiswa melalui pembelajaran kolaboratif dan refleksi diri, serta membantu internalisasi nilai-nilai keislaman dalam konteks pendidikan modern. Interaksi antara mahasiswa dan dosen pembina dalam *Studi Madani Club* juga menciptakan lingkungan yang mendukung pertumbuhan pribadi dan sosial. Penelitian ini menekankan pentingnya program ekstrakurikuler berbasis kolaborasi dan nilai-nilai Islam untuk diintegrasikan dalam kurikulum perguruan tinggi Islam guna mempersiapkan calon pendidik yang kompeten dalam menghadapi tantangan pendidikan Islam kontemporer.

Kata Kunci: Madani Club, Kompetensi, Profesional, Pedagogi, Nilai, Keislaman

ABSTRACT

This study examines the role of the Madani Club Study as a platform for developing the professional competence of prospective Islamic Religious Education educators at the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra. The focus of the study is how the Madani Club Study helps in improving pedagogical skills and internalizing Islamic values. This study uses a qualitative method with data collection techniques obtained through observation, in-depth interviews, and document analysis related to the Madani Club Study activities. The results of the study indicate that the Madani Club Study is effective in improving students' pedagogical competence through collaborative learning and self-reflection, as well as helping internalize Islamic values in the context of modern education. The interaction between students and supervising lecturers in the Madani Club Study also creates an environment that supports personal and social growth. This study emphasizes the importance of extracurricular programs based on collaboration and Islamic values to be integrated into the curriculum of Islamic universities in order to prepare prospective educators who are competent in facing the challenges of contemporary Islamic education.

Keywords: Madani Club, Competence, Professional, Pedagogy, Values, Islam

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A. INTRODUCTION

Education in Indonesia has a crucial role in producing a quality generation, where each individual can develop their potential to the maximum and contribute to national development (Laili & Pratiwi, 2024). Through education, students not only receive knowledge, but are also trained to have critical thinking skills, creativity, and good moral attitudes (Zulkarnain, 2023). In the midst of rapid technological developments and global challenges, education must be able to form individuals who are adaptive, innovative, and ready to face international competition. In addition, quality education is also important in maintaining cultural identity and the noble values of Pancasila (Saenah, 2022). In the context of globalization, education plays a role in instilling national values, such as mutual cooperation, social justice, and love of the homeland, which are the foundation for facing the challenges of modernization without losing the nation's identity (Moghtaderi et al., 2020), this also applies to Islamic Religious Education in universities, which has an important role in shaping the morality and character of Muslim students, while preparing them to face the complexities of the modern world with a solid Islamic foundation (Munawir et al., 2024).

The importance of the existence of professional Islamic Religious Education educators has been proven by various research. Research conducted by Zulfikar, (2021) explains that professional Islamic Religious Education teachers are able to create learning that is more effective and relevant to current developments. Professional teachers not only convey religious teachings theoretically, but also help students understand how to apply Islamic values in everyday life. This is important, considering that the increasingly complex challenges of the modern world require students to have the ability to apply religious teachings in a constantly changing social context.

In addition, research conducted by Ramadhani, (2022) revealed that Islamic Religious Education teachers who have good pedagogical and spiritual competence play a very important role in the formation of students' character. Professional teachers not only teach religious knowledge, but also become moral role models for students in facing moral challenges in the era of globalization. Good pedagogical skills enable Islamic Religious Education teachers to deliver material in an interesting and relevant way, while strong spiritual competence enables them to accompany students in the process of character development based on Islamic values.

One of the aspects that is the main focus in preparing prospective Islamic Religious Education educators is the formation of strong professional competencies that are relevant to the needs of the times at the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra, this is also in line with the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. Efforts to improve the quality of Islamic religious education are carried out through various programs and initiatives. One of the programs that has attracted attention is the Madani Study Club, an extracurricular platform that aims to develop the professional competence of prospective Islamic religious education educators (Jadidah, 2021). However, although there have been various efforts to improve the professional competence of prospective Islamic religious education students, there has not been much research that specifically investigates the effectiveness of the Madani Club Study in achieving this goal. Therefore, this study aims to fill this knowledge gap by investigating the existence of the Madani Club Study and its impact on the formation of professional

competence of prospective Islamic religious education teachers at the Faculty of Islamic Education and Teacher Training, State Islamic University of North Sumatra (Sulthani, 2020).

Through this study, it is expected to reveal how the Madani Club Study is integrated into the academic environment of the Faculty of Islamic Education and Teacher Training, State Islamic University of North Sumatra, how the Madani Club Study activities are carried out, and how it impacts the development of professional competence of prospective Islamic religious education educators. The results of this study are expected to provide valuable input for the managers of the Madani Club Study program, teaching staff, and policy makers in the field of Islamic religious education. Thus, this study not only aims to explore the understanding of the existence of the Madani Club Study, but also to provide concrete recommendations that can help improve the effectiveness and relevance of the program in forming the professional competence of prospective Islamic religious education educators at the State Islamic University of North Sumatra, Medan.

B. RESEARCH METHODS

This madani club study research was conducted at the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra. The subjects of the study consisted of students who actively participated in the madani club study activities and the supervising lecturers involved in learning. Data were obtained through several collection methods including observation of activities, in-depth interviews with students and lecturers at the Islamic University of North Sumatra. Data collection techniques were carried out systematically with stages starting from observation. First, the researcher conducted direct observation of the habits and activities carried out by the school in fostering teachers and supporting the implementation of the Madani Club Study program. Second, it is necessary to conduct in-depth interviews with the principal, vice principal for curriculum, vice principal for student affairs, teachers, and students to obtain more detailed information regarding the role and contribution of the Madani Study Club in the learning process. Finally, documentation techniques are used to collect data in the form of daily attendance lists, photos of learning activities, visual documentation, and supporting files for the implementation of the Madani Study Club, including relevant school rules and policies (Ghony & Almanshur, 2014).

The research was conducted in three research steps, first research preparation by preparing the research instrument in outline presented in the following table:

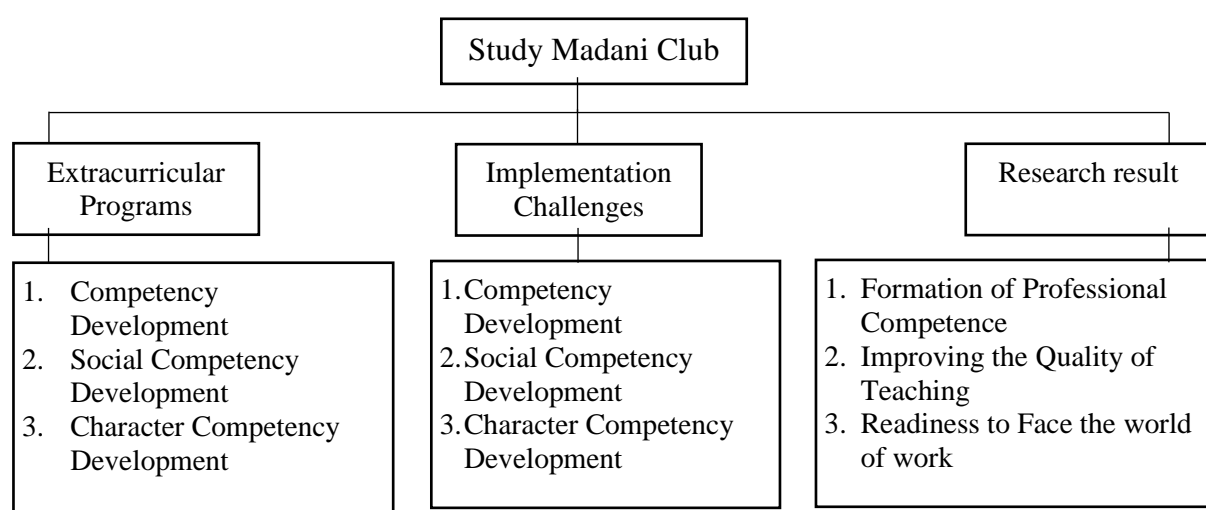
No.	Question Instrument	Response Target
1.	What is your understanding of Study Madani Club and the objectives of this program?	Students, Teachers, Principals
2.	How does Study Madani Club contribute to your character and skill development?	Students
3.	What activities do you do in the Study Madani Club and how do these activities shape your professional competence?	Students, Teachers
4.	To what extent do you feel that this program helps you in understanding religious teachings and their application in everyday life?	Students
5.	What are the challenges faced in implementing the Study	Teachers, Students



Madani Club and what are the proposed solutions?

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|----|--|--------------------|
| 6. | What is the role of teachers in supporting the implementation of the Study Madani Club at your school? | Teachers, Students |
| 7. | What are your recommendations to improve the effectiveness of Study Madani Club in shaping the professional competencies of prospective educators? | Teachers, Students |

The research was conducted from March 2023 to May 2024 with data collection through interviews, observations, and documentation. Study Madani Club activities include thematic discussions on moral and ethical values in Islamic education, communication and leadership skills training, and social activities to foster student empathy. After data collection, a reduction step was taken to separate the data according to the focus of the research, which was then presented in the form of sentences, tables, and images (Adlini et al., 2022). Conclusions were drawn to establish valid data. Data validity was ensured through triangulation of sources and techniques to ensure consistency and accuracy, with an extension of observation carried out in February 2024 for two weeks. The design of this research is as follows:



Picture 1. Research Design

C. RESULTS AND DISCUSSION

1. Development of Academic Competence and Character Through Madani Study Club at the Faculty of Islamic Education and Teaching, State Islamic University of North Sumatra

Study Madani Club is an extracurricular organization established to support the development of academic, social, and character competencies of students in the Islamic Religious Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra (Maisharoh, 2024). The main objective of the Study Madani Club is to help students hone their academic skills outside the classroom while strengthening moral, ethical, and leadership skills, which are essential parts of Islamic education. In an interview with the head of M, it was emphasized that the Study Madani Club plays an important role in supporting student development (Fajrin, 2023). It is stated that the presence of the Study Madani Club greatly supports the development of students'

academic abilities outside the classroom. Through this organization, students are assisted in building more holistic competencies, both in terms of critical and reflective thinking. In addition, the Study Madani Club is also seen as a strategic platform in preparing students to become competent educators with integrity (Pertiwi et al., 2024).

Study Madani Club at the Faculty of Islamic Education and Teacher Training State Islamic University of North Sumatra, serves as an important forum to support students of the Islamic Religious Education Study Program in academic, social, and character development. Study Madani Club at the Faculty of Islamic Education and Teacher Training where students gather in discussion rooms provided in the faculty area, including the library and student organization rooms. Its implementation includes extracurricular activities that are specifically designed to improve students' ability to think critically and reflectively. In discussion sessions organized by the Madani Study Club activities, where students are encouraged to discuss Islamic themes that are relevant to the curriculum, but with a more applicable approach. In addition, the Madani Study Club facilitates workshops and seminars that focus on developing soft skills such as leadership, ethics, and communication, which are an integral part of Islamic education at the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra Medan. The development of soft skills such as leadership, ethics, and communication facilitated through extracurricular activities such as workshops and seminars is a strategic approach in Islamic education that aims to create civilized academic people who have professional competence, which is in line with the principles of tarbiyah in Islam (Mulyasa, 2020).

Leader M emphasized that the Study Madani Club also plays a role in building a conducive environment for collaboration between students and lecturers, by involving lecturers in several mentoring programs in Study Madani Club activities, students can learn directly from practical experience and get guidance related to academic and professional careers as prospective educators. Study Madani Club also utilizes various digital platforms to hold online meetings and discussions, which makes student participation more flexible, especially for those who may have limited time. As part of character development, Study Madani Club holds a social community program, where Islamic Education students are involved in social service and community service activities, so that they can apply Islamic knowledge directly in the community. All of these activities are designed to support the vision of the Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatra in producing educators who are not only academically competent, but also have strong moral integrity.

a. Academic Competency Development

In order to support the development of students' academic competence, Study Madani Club carries out a series of activities that include routine studies, thematic seminars, and group discussions. These activities are designed to provide a more interactive and in-depth learning experience in Islamic Religious Education (Arlita et al., 2020). The results of interviews with active students in the Study Madani Club showed that they felt a significant increase in their understanding of the material discussed during the discussion. Active participation in scientific discussions, such as those conducted in the Study Madani Club, has proven effective in improving academic



understanding, as well as developing communication and critical thinking skills, which are important components of collaborative learning based on Islamic values (Fatmawati, 2019).

Students stated that the topics raised in the Study Madani Club were not just theory, but also linked Islamic teachings to the social context and contemporary challenges faced by Muslims, such as issues of tolerance, pluralism, and ethics in technological developments (Halif et al., 2024). Discussion activities at the Study Madani Club are designed with an approach that encourages students to think analytically and critically, through the study of classical and modern texts, students are encouraged to develop logical and accountable arguments in answering current issues (Sari et al., 2023).

The emphasis on scientific methods in the Study Madani Club (SMC) study is very important to hone students' academic abilities. Students are trained to conduct research, both through literature analysis and case studies, so that they are able to compile well-structured academic papers. This process involves data collection techniques, critical analysis, and presentation of research results in front of their peers (Santos et al., 2024). Through this activity, students not only gain theoretical knowledge but also essential practical skills in religious education. Thus, through active participation in the Study Madani Club, students gain broader and deeper insights into Islamic religious education (Siregar et al., 2024). They are not only prepared to face the academic demands in the classroom, but also have the skills to contribute to broader discussions in society, and respond to challenges faced in religious and social contexts. These skills are essential in creating a generation that is able to adapt and provide solutions to complex issues in the modern world (Ridwan & Maryati, 2024).

b. Formation of Professionalism as a Prospective Educator

As prospective educators, students of the Islamic Religious Education Study Program at the State Islamic University of North Sumatra need to prepare themselves comprehensively. This preparation includes academic mastery as well as the development of practical skills in teaching and classroom management. Study Madani Club plays an important role in providing support for students to achieve these goals. One of the main contributions of Study Madani Club is the provision of teaching skills training through a series of workshops and trainings specifically designed for Islamic Religious Education students (Ma'rifah, 2024). The training held by Study Madani Club focuses on developing pedagogical competencies needed by prospective educators. In the training session, students are introduced to effective classroom management techniques. They are taught about the importance of creating a conducive learning atmosphere, where students feel comfortable to participate and express their opinions (Hidayati, 2022).

The workshops conducted by Study Madani Club cover various important aspects in the learning process. For example, students are taught how to design a systematic and structured lesson plan, which includes learning objectives, activity steps, and evaluation of learning outcomes. Through classroom simulations and role-playing, students are given the opportunity to practice their skills in delivering materials, facilitating discussions, and responding to questions or challenges from students

(Hidayati, 2022). From the interview results, students who attended the training at the Study Madani Club revealed that the workshop was very useful, especially in understanding the dynamics of interaction with students. They received technical guidance on how to deal with students who have different backgrounds, abilities, and learning styles. By understanding the diverse needs of students, students can be more effective in developing inclusive teaching strategies.

Furthermore, the training provided by Study Madani Club not only focuses on teaching techniques, but also emphasizes the importance of a professional attitude in carrying out duties as an educator. Students are taught ethical values, responsibility, and dedication in educating, which are important aspects in forming an identity as a quality educator. Overall, through the activities carried out by the Study Madani Club at the State Islamic University of North Sumatra, Islamic religious education students not only gain a strong theoretical understanding, but also the practical skills needed to become professional and competent educators. This will certainly contribute positively to the quality of religious education in Indonesia, as well as prepare them to face challenges in the increasingly complex world of education (Andiani et al., 2024).

c. Increased Self-Confidence and Communication Skills

In addition to academic development and teaching skills, Study Madani Club also plays a role in increasing students' self-confidence and communication skills. In an interview with several members of Study Madani Club, it was explained that the discussion and presentation activities routinely held by Study Madani Club provide opportunities for students to practice their public speaking skills (Luckyta et al., 2020). Through group discussions and presentations, public speaking skills improve, so does self-confidence. This self-confidence is very important, especially for students who will become educators and have to interact with diverse audiences. In Study Madani Club, students are trained to convey their ideas and thoughts clearly, logically, and persuasively, both in formal and informal contexts. The supportive environment in Study Madani Club also encourages students to continue to hone their communication skills without feeling intimidated (Hidayat, 2023).

d. Providing a Supportive Learning Environment

In a social context, Study Madani Club also provides a supportive learning environment, where students can share experiences and knowledge. Students who are actively involved in Study Madani Club describe the atmosphere in this club as inclusive and supportive, which allows them to develop academically and socially. The interactions that exist between Study Madani Club members not only help in the development of intellectual insight, but also build solidarity and social networks that are important for their future careers as educators. Students feel that through interactions in the Study Madani Club they not only get study friends, but also mentors who help them in facing academic and non-academic challenges (Wiradnyana, 2020).

e. Increasing Religious Understanding and Inclusive Character

Activities carried out at the Study Madani Club not only focus on improving academic abilities and teaching skills, but also have a very significant role in deepening students' understanding of religious values. One of the main programs routinely run by

the Study Madani Club is the study of the Qur'an which aims to increase students' insight into Islamic teachings, both from theological and applicative aspects. In interviews with several students who are active in the Study Madani Club activities, it was revealed that the study of the Qur'an has made a real contribution in strengthening their understanding of Islamic teachings. Discussions that focus on the interpretation of holy verses not only educate students intellectually, but also inspire them to continue to explore spiritual values in everyday life (Mirrota, 2024).

One of the verses that is often used as a study material in these activities is Q.S. Al-Mujādalah verse 11 which emphasizes the importance of knowledge in the lives of Muslims. This verse states that Allah will exalt the status of those who believe and have knowledge, a principle that is directly relevant to the mission of Islamic education itself. This verse, as explained by students in interviews, provides a strong encouragement for them to continue learning and trying to improve their understanding of religion and strengthen moral and spiritual integrity. Students who participated in this study also explained that the discussion of Q.S. Al-Mujadalah verse 11 has opened up new views on the relationship between knowledge and spirituality. They realized that knowledge is not only considered as a tool to achieve academic achievement, but also as a means to get closer to Allah. In this context, knowledge is seen as a form of worship, where every effort to seek knowledge must be based on a sincere intention to improve oneself and provide benefits to others. This understanding strengthens students' belief that Islamic religious education does not only focus on teaching academic material, but also on forming pious and noble characters (Judrah et al., 2024).

In addition to deepening religious understanding, Study Madani Club is also known as a forum that encourages the creation of inclusive characters among students. Study Madani Club consistently emphasizes the importance of respecting differences and diversity of views in every discussion and study activity held. Students who are members of the Study Madani Club are invited to actively participate in every discussion, where each member is given the opportunity to express their opinions freely without fear of destructive criticism. In interviews with members of the Study Madani Club, it was explained that this inclusive discussion atmosphere has created a safe and comfortable space for them to share their views and ideas (Siti & Ain, 2024).

The atmosphere created in the Study Madani Club activities reflects the values of tolerance and mutual respect that are very important in Islamic education. Every student, regardless of their background or views, is invited to have open dialogue and respect the opinions of others. In the ongoing discussions, differences of opinion are not seen as threats, but as opportunities to broaden shared insights and understanding. This process creates an environment conducive to collaborative learning, where each participant is encouraged to learn from each other and grow intellectually and morally. This process also allows for an active and mutually inspiring exchange of ideas, so that participants can strengthen critical thinking skills and foster attitudes of empathy and tolerance, in line with the principles of holistic education in Islam (Simamora et al., 2024).

This inclusive approach is in line with the principles of Islamic education that respect diversity as part of God's will. In Islam, diversity of cultures, languages, and

views is considered a sign of God's greatness (Q.S. Al-Hujurāt: 13). Study Madani Club tries to reflect these values in every activity held, by providing space for each member to contribute to the discussion without any discrimination based on certain views or backgrounds. Students are trained to be open to differences and learn how to build arguments based on Islamic values, while still respecting different views. Education that emphasizes openness to differences and the ability to build arguments based on Islamic values, as implemented in the Study Madani Club, is a form of dialogic learning that encourages tolerance and critical thinking within the framework of Islamic ethics (Moghtaderi et al., 2020).

The following is a table of academic and character competency development through the Study Madani Club at State Islamic University of North Sumatra.

Aspect	Academic Competency Development	Character Development
Madani Club Study Activities	<ol style="list-style-type: none"> 1. Routine studies These activities serve to discuss specific topics in depth, allowing students to explore different perspectives. 2. Group discussions Discussions conducted in small groups encourage active participation and allow students to exchange ideas and views. 	<ol style="list-style-type: none"> 1. Social discussion This discussion focuses on relevant social issues, helping students understand their social responsibilities. 2. Religious Values Study Students learn about religious values that can be applied in everyday life, strengthening their spiritual understanding. 3. Group interaction activities These activities involve cooperation between students, strengthening social ties and collaboration.
Objective	<ol style="list-style-type: none"> 1. Deepening understanding of Islamic Religious Education material Students are expected to be able to understand and internalize Islamic Religious Education material in depth. 2. Developing scientific skills This activity aims to improve students' analytical and critical skills in assessing information. 	<ol style="list-style-type: none"> 1. Increasing curiosity By engaging in discussions and studies, students are encouraged to further hone their curiosity and desire to learn. 2. Developing ethics and integrity Through social interaction and religious values, students learn to develop ethical and integrity-based characters.
Learning methods	<ol style="list-style-type: none"> 1. Discussion-based learning This method encourages students to actively participate, ask questions, and discuss ideas. 	<ol style="list-style-type: none"> 1. Informal learning through social interaction (Vygotsky's theory) This method emphasizes

	2. Critical analysis of contemporary issues Students are invited to analyze current problems faced by society with a critical approach.	the importance of learning from social experiences, allowing students to learn in a more relational context.
Competency Results	1. Better academic writing skills 2. Students are expected to be able to write articles, papers, and presentations that meet academic standards. 3. Presentation skills Through SMC activities, students learn to convey ideas clearly and confidently.	1. Critical, ethical and collaborative attitude 2. Students develop the ability to think critically, be ethical in their actions, and collaborate with others. 3. Civil character development 4. Through interactions and the values taught, students build moderate and inclusive characters.
Contribution to Education	1. Strengthening the understanding of religion in depth SMC activities provide reinforcement to students' understanding of religion, deepening their faith and religious practices. 2. Scientific research skills Students learn good research methods and how to critically analyze data.	1. Madani character development (moderate, inclusive, balanced) SMC contributes to the development of students' balanced, moderate, and inclusive character, making them better members of society.

2. Challenges in Implementing the Madani Club Study Program at the State Islamic University of North Sumatra

The Madani Club Study Program at the Faculty of Islamic Education and Teacher Training, State Islamic University of North Sumatra has the main objective of forming the professional competence of prospective educators through various extracurricular activities. However, in its implementation, this program faces a number of significant obstacles. One of the main obstacles is the limited facilities owned by the faculty. Study rooms and supporting equipment such as modern learning media are still limited, so students do not get an optimal learning experience. In addition, the quality and number of competent mentors are also problems. The program requires mentors who are able to guide students in developing pedagogical and professional skills, but the limited number of qualified teaching staff often hinders the effectiveness of the activities. Another obstacle faced is the lack of commitment and motivation of students. Many participants have to divide their time between formal academic activities and club activities, so their participation is often inconsistent. The tight schedule of lectures and academic assignments often leads to a decrease in motivation to be actively involved in club activities. The lack of funding is also a challenge, because many planned competency development activities require quite a lot of money, while the available budget allocation is still limited. As a result, a more flexible time

management strategy and increased funding resources are required to ensure the continuity of the programme and optimise the development of student competencies through civilian study club activities (Sugiyono, 2021).

In an interview with A, a lecturer at the Faculty of Tarbiyah Sciences, he revealed that one of the biggest challenges in this program is the lack of adequate infrastructure support, so that students have difficulty in understanding the material optimally. On the other hand, an interview with student B revealed that it was difficult to remain actively involved because of the busy lecture schedule, so that he often could not attend consistently. Another student, C, added that motivation to participate decreased in the middle of the semester, especially when assignments and exams began to increase. These obstacles indicate that there needs to be improvement in program management, facility support, and student motivation to increase the effectiveness of the Study Madani Club program in forming the professional competence of prospective educators at State Islamic University of North Sumatra. Therefore, programme managers need to consider schedule adjustments, improved facilities, and more effective motivational strategies to ensure continued and optimal student participation in the Madani Study Club (Rahayu, 2024).

D. CONCLUSION

Studi Madani Club has a significant role in developing the professional competence of prospective Islamic religious education students at the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra. This program has been successfully integrated into the academic environment as an extracurricular forum that supports the formation of pedagogical skills, soft skills, and adaptation to the challenges of the modern education world. Activities carried out in Studi Madani Club, such as training, discussions, and teaching simulations, provide a positive contribution to improving the competence of prospective educators, both in terms of knowledge, skills, and professional attitudes. The results of this study can be a basis for program managers and policy makers to increase the effectiveness of Studi Madani Club, so that it is more relevant in preparing students to face the demands of the times and creating quality educators. Santi et al., (2023), programmes like the Madani Club Study are important because through training, discussion and teaching simulations, student teachers can integrate theory and practice, strengthening professional competence holistically.

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