

**The Role of Islamic Cultural History Teachers in Improving
Students' Learning Activities through Methods Cooperative
Learning in Class XI A at State Islamic Senior High School 4
Tabalong**

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Abstract

This research is motivated by the increasing activeness of class XI A students of MAN 4 Tabalong in learning Islamic cultural history in 2025 through the cooperative learning method. This method is believed to be able to increase the active involvement of students and deepen the understanding of Islamic cultural history material through cooperative activities in groups. This study aims to determine the role of Islamic cultural history teachers in increasing student learning activities through cooperative learning methods in learning Islamic cultural history in class XI A MAN 4 Tabalong and the factors that influence the role of Islamic cultural history teachers in increasing student learning activities through cooperative learning methods in learning Islamic cultural history in class XI A MAN 4 Tabalong. This study is a field study using a qualitative descriptive approach. The informants included the principal, Islamic cultural history subject teachers, substitute Islamic cultural history teachers, and students in class XI A at MAN 4 Tabalong. Class XI A was chosen as the research object due to its high enthusiasm for learning, stable learning patterns, and responsive and cooperative students. Data collection techniques included observation, interviews with Islamic cultural history teachers, documentation, and data analysis, including data reduction, data presentation, and drawing conclusions. Based on the research findings, Islamic cultural history teachers have diverse roles in carrying out their duties and responsibilities. These roles have been proven to increase student engagement in Islamic cultural history learning. Teachers not only deliver material but also facilitate meaningful learning experiences and encourage active student involvement in discussions and group work. This finding aligns with constructivism theory, which asserts that knowledge is actively constructed through social interaction. This increased learning activity is influenced by both internal and external factors. However, both factors have the potential to become obstacles if not handled properly, and therefore need to be addressed to ensure optimal learning.

Keyword: Role of Islamic Cultural History Teachers, Cooperative Learning, Student Learning Activities.

Abstract

Penelitian ini dilatar belakangi dari meningkatnya keaktifan peserta didik kelas XI A MAN 4 Tabalong dalam pembelajaran sejarah kebudayaan islam di tahun 2025 ini melalui metode cooperative learning. Metode ini diyakini mampu meningkatkan keterlibatan aktif peserta didik serta memperdalam pemahaman materi sejarah

kebudayaan islam melalui kegiatan kerja sama dalam kelompok. Penelitian ini bertujuan untuk mengetahui peran guru sejarah kebudayaan islam dalam meningkatkan aktivitas belajar peserta didik melalui metode cooperative learning pada pembelajaran sejarah kebudayaan islam di kelas XI A MAN 4 Tabalong dan faktor-faktor yang mempengaruhi peran guru sejarah kebudayaan islam dalam meningkatkan aktivitas belajar peserta didik melalui metode cooperative learning pada pembelajaran sejarah kebudayaan islam di kelas XI A MAN 4 Tabalong. Penelitian ini merupakan penelitian lapangan (field research) dengan pendekatan deskriptif kualitatif. Informan dalam penelitian ini kepala sekolah, Guru mata pelajaran sejarah kebudayaan islam, Guru pengganti sejarah kebudayaan islam serta peserta didik kelas XI A di MAN 4 Tabalong. Kelas XI A dipilih sebagai objek penelitian karena memiliki semangat belajar yang tinggi, pola belajar yang stabil serta peserta didik yang peka dan mudah bekerja sama. Sedangkan teknik pengumpulan data dilakukan dengan cara observasi, wawancara dengan guru sejarah kebudayaan islam serta dokumentasi dan analisis data yang dilakukan mulai dari reduksi data, penyajian data dan menarik kesimpulan. Berdasarkan hasil penelitian, guru sejarah kebudayaan islam memiliki peran yang beragam dalam melaksanakan tugas dan tanggung jawabnya. Peran tersebut terbukti mampu meningkatkan aktivitas peserta didik dalam pembelajaran sejarah kebudayaan islam. Guru tidak hanya menyampaikan materi, tetapi juga memfasilitasi pengalaman belajar yang bermakna, serta mendorong keterlibatan aktif peserta didik dalam diskusi dan kerja kelompok. Temuan ini sejalan dengan teori konstruktivisme yang menegaskan bahwa pengetahuan dibangun secara aktif melalui interaksi sosial. Meningkatnya aktivitas belajar ini dipengaruhi oleh faktor internal dan faktor eksternal. Namun, kedua faktor tersebut berpotensi menjadi faktor penghambat apabila tidak ditangani dengan baik, sehingga perlu diatasi agar proses pembelajaran dapat berlangsung secara optimal

Kata Kunci: Peran Guru Sejarah Kebudayaan Islam, Cooperative Learning, Aktivitas Belajar Peserta Didik..

A. Introduction

Education according to Law No. 20 of 2003 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state. Literally, the meaning of education is educating carried out by a teacher to students, it is hoped that adults for children can provide role models, learning, direction and improvement of ethics and morals as well as explore the knowledge of each individual (Desi Pristiwanti, et al., 2022).

Education is essentially a conscious, deliberate, and responsible activity carried out by adults towards children, resulting in an interaction between the two, enabling the child to achieve the desired and ongoing maturity. Education aims to prepare individuals to face life's challenges, contribute to society, and develop themselves intellectually, emotionally, and socially. Education is a process built by society to bring new generations towards progress in certain ways according to their abilities that are useful for achieving the highest level of progress (Rahmat Hidayat & Abdillah, 2019).

Although each educational institution has established guidelines regarding teaching materials and learning objectives, the methods used in teaching Islamic

cultural history remain a crucial element in achieving optimal results. As part of the curriculum, Islamic cultural history lessons in Madrasah Aliyah (Islamic Senior High School) are expected to present engaging, relevant material that motivates students to delve deeper into Islamic cultural heritage. The application of appropriate and innovative learning methods will help increase student interest, engagement, and understanding of the material (Huda, S., & Adiyono, A., 2023).

However, in reality, there are challenges and obstacles in implementing Islamic cultural history teaching methods that provide enjoyable and memorable learning experiences for students. Sometimes, learning that relies solely on lectures or dry reading materials fails to optimally arouse student interest (Rusdi et al., 2023).

As learning facilitators, Islamic Cultural History teachers play a crucial role in fostering students' interest and understanding of the subject. An effective learning process relies not only on passive knowledge transfer but also on creating an interactive and enjoyable learning environment. By actively involving students in discussions, Q&A sessions, and varied learning activities, teachers can encourage students to think critically, analyze, and connect historical material to everyday life. Harmonious relationships between students need to be maintained to create a classroom atmosphere conducive to learning. Students not only gain knowledge about Islamic history but also develop critical thinking, communication, and collaboration skills that are essential for their future. Therefore, to achieve optimal learning objectives in Islamic Cultural History, continuous innovation in teaching methods and strategies is necessary. As learning facilitators, teachers not only serve as transmitters of material but also as motivators and guides for students. Selecting appropriate and varied learning methods is crucial for activating student participation, stimulating critical thinking, and fostering interest in learning (Mukhlison Effendi, 2013).

Inappropriate educational methods will hinder the smooth learning process, resulting in wasted time and energy. Therefore, the methods implemented by educators will be effective and efficient if they use appropriate methods, thereby achieving the desired educational goals. This is what a teacher must do: have the ability to choose the right learning method for the characteristics of Madrasah Aliyah (MA) students to facilitate students' understanding of important events in Islamic history. Furthermore, the Qur'an even mentions the obligation to study and its methods. As Allah SWT says in Surah An-Nahl verse 125 (Ministry of Religious Affairs of the Republic of Indonesia, 2012) below:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجِدْ لَهُمْ بِلَاتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ
عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Based on the above verse shows the obligation of learning and teaching and its methods. This verse is understood by the scholars of interpretation about three types of methods that must be adapted to the target of da'wah, namely to scholars or people with high knowledge, to the common people and to followers of other religions (M. Quraish Shihab, 2010). In this verse, Allah SWT. ordered in the sense of requiring the Prophet Muhammad saw. and his followers to learn and teach using good learning methods (bilatiy hiya ahsan) This verse can be correlated with other verses containing interpretations of learning and teaching methods based on Quranic concepts. Furthermore, the Quran, as the primary source of Islamic teachings, has presented highly effective and relevant learning methods to this day. Its verses contain various

pedagogical approaches that educators can use as references in conveying religious messages. These methods are structured in such a way as to touch the hearts, minds, and souls of humans.

Effective learning methods for fostering historical awareness no longer place the teacher at the center of all learning activities. Instead, students are given a central role in the learning process. Teachers act as facilitators, guiding students to actively explore the various historical sources around them, both in the community and at school. Students are no longer merely passive recipients of information, but are actively involved in exploring and discovering historical knowledge that relates to their daily experiences and realities.

In active learning, students are encouraged to think critically, work collaboratively, and participate in various learning activities that require direct involvement. Some methods frequently used in active learning include group discussions, problem-based learning (PBL), cooperative learning, role-playing, and project-based learning. These methods not only make students more interested in learning, but also develop social and critical thinking skills that are needed in their lives (Alifa Fatria Putri, et al., 2025).

Based on initial observations at MAN 4 Tabalong, it shows that one of the methods that has been implemented effectively is the method cooperative learning. This method is believed to be a strategy for increasing student learning activity or involvement in Islamic Cultural History (ISHC) learning. Through structured group work, students are encouraged to share knowledge and build understanding collaboratively based on theory constructivism that knowledge is built on one's own experience. In line with the theory Zone of Proximal Development (ZPD), interaction between students in groups allows for a process of mutual assistance between those who are more capable and those who are less capable. This approach has been proven to be able to create a more lively and in-depth learning atmosphere, as well as increasing mastery of Islamic cultural history material as a whole.

Application of the method cooperative learning in the learning of Islamic cultural history at MAN 4 Tabalong is something that can increase learning activities, interactions, and mastery of students towards the learning material. An indicator of the success of these students' learning after using this method is the increase in student activity seen from their attitude in paying attention to the teacher when explaining the material and paying attention to friends during presentations in front of the class, in addition, perseverance in doing assignments, daring to express their opinions and asking questions about things they do not understand. This is because the learning of Islamic cultural history tends to be narrative and contains a lot of historical material, thus requiring students to read, understand, and convey the contents of the material to other group members and with this collaborative responsibility, student activity in the teaching and learning process also increased significantly. So that researchers identified a new phenomenon in 2025, the learning activities of class XI A students in learning Islamic cultural history increased and had a positive impact on improving students' abilities in understanding the concept of learning Islamic cultural history. Class XI A was chosen as the focus of this research because this class has a high enthusiasm for learning and consistently demonstrates active participation in discussions and group work. Furthermore, the learning patterns in class XI A are relatively stable, making it easier for researchers to observe the role of Islamic cultural history teachers in

enhancing student learning activities through the method.cooperative learning in greater depth. Students in this class are also known to be more sensitive, easy to work with, and have good cooperative attitudes, thus supporting the implementation of group-based learning. Furthermore, class XI A has diverse student characteristics, both in terms of academic ability and learning styles, thus providing a more comprehensive picture of learning activities in the subject of Islamic cultural history, based on the description above, the researcher wants to study in more depth the role of Islamic cultural history teachers and the researcher has written this in the title "The Role of Islamic Cultural History Teachers in Improving Students' Learning Activities Through the Method Cooperative Learning in Class XI A at MAN 4 Tabalong".

B. Literature Review

In teaching Islamic cultural history, teachers are faced with the challenge of encouraging students to not only memorize historical facts but also internalize the exemplary values of Islamic figures. One highly relevant figure to highlight in this lesson is Caliph Umar bin Abdul Aziz. which is Caliph of the Umayyads and known as a just, simple leader, and very concerned about the welfare of his people.

The story of Umar bin Abdul Aziz contains many values that can be integrated into the study of Islamic cultural history such as justice, simplicity, trust, and social concern. According to Ali Muhammad Ash-Shallabi in his book entitled "Umar bin Abdul Aziz the Reformer of the Umayyads" When he became caliph, he rejected excessive living and returned wealth that was not his right to the treasury. He also carried out major reforms in government to uphold justice, improve the tax system, and improve the welfare of the poor (Ali Muhammad Ash-Shallabi, 2010).

This is where the role of Islamic cultural history teachers becomes crucial. Teachers not only convey the story of Umar ibn Abdul Aziz but also guide students in deducing moral values that can be applied in everyday life. Through the method cooperative learning, This story can be used as material for group discussions. For example, the teacher could divide students into small, heterogeneous groups and assign each group a section of the story of Umar bin Abdul Aziz. One would discuss his economic leadership, another his social policies, or another his exemplary simplicity. After the discussion, each group would share their thoughts by presenting their findings.

Through this process, student activity increased significantly. They actively read, discussed, exchanged opinions, took notes, and even delivered presentations in front of the class. The Islamic cultural history teacher acted as a facilitator, monitoring the discussion, providing guidance to keep it focused on Islamic values, and encouraging students to relate Umar bin Abdul Aziz's attitudes to their lives, such as the importance of trustworthiness in the OSIS organization, fairness in friendships, or social concern in the school environment. Sardiman further defines learning in a narrow sense, namely learning as an effort to master scientific material, which is an activity towards the formation of a complete personality. From this definition, it can be interpreted that learning is an effort to develop oneself (Sardiman, 2000).

According to Johnson and Smith, as quoted by Endang Switri, Cooperative Learning not only facilitates academic learning, but also develops students' interpersonal skills and self-confidence. They state that through cooperation and group work, students learn to appreciate differences, understand others' perspectives, and

play an active role in helping their group mates (Endang Switri, 2025). In theory, constructivism, The learning process is understood as an active effort by students to build knowledge through experience, social interaction, and reflection, not just receiving information from the teacher. In line with this, the theory Zone of Proximal Development (ZPD) that learning will be more effective when students receive support or guidance from more competent people, such as teachers or peers, in achieving their learning potential that cannot be achieved independently. The role of teachers is not only limited to teaching, but also as educators, facilitators, guides, and even mentors who design collaborative learning environments. Teachers help students by providing scaffolding, trigger discussions, ask critical questions and direct them to be able to connect cognitive knowledge with broader life experiences and values and teachers as facilitators must avoid managerial or directive roles directly, and provide space for students to find their own answers while still providing the necessary guidance and encouragement. Based on the opinion of Hendri Pal Panjaitan and Febi Hafizzah, in carrying out this role, teachers need to be sensitive to students' needs by providing opportunities for them to ask questions, raise problems that need to be solved, and offer various learning methods and media in order to increase student activity in learning the history of Islamic culture (Hendri Pal Panjaitan & Febi Hafizzah, 2025).

Based on the description above, the researcher can conclude regarding the role of Islamic cultural history teachers in increasing student learning activities through the method cooperative learning that teaching Islamic cultural history places teachers in a crucial role in creating an active, collaborative, and valuable learning environment. Teachers not only convey historical knowledge but also guide students to internalize Islamic values and relate them to real life, such as trustworthiness, justice, and social concern. In this method, cooperative learning Learning Islamic cultural history doesn't stop at the cognitive level, but expands to the affective and social skills. Through discussions, group work, and guidance sensitive to students' needs, teachers help them build knowledge, enhance learning activities, foster self-confidence, and develop attitudes and life skills that support the development of holistic personalities.

C. Method

This research uses a qualitative approach with a descriptive research type, because it aims to describe and understand in depth the role of Islamic cultural history teachers in improving student learning activities through the method cooperative learning in Class XI A at MAN 4 Tabalong. A qualitative approach was used to explore the meaning, views, and experiences of teachers in the learning process, as well as students' responses to the strategies implemented. According to Moleong, a qualitative approach is intended to understand the phenomena experienced by research subjects holistically by describing them in words and language (L.J. Moleong, 2017). This approach is considered most appropriate because learning strategies cannot be measured quantitatively, but rather need to be understood contextually and in depth.

This research was conducted at MAN 4 Tabalong, located in Tabalong Regency, South Kalimantan Province. This location was chosen purposively because it is one of the state Islamic senior high schools (madrasah aliyah) that actively implements Islamic literacy (SKI) learning and offers a variety of interesting teaching approaches to explore. Furthermore, the diverse backgrounds of the students and the

methods used by the Islamic literacy (SKI) teachers at this madrasah provide a rich observational space for exploration.

The subjects in this study were Islamic cultural history teachers and class XI A students at MAN 4 Tabalong, while the object of the study was the role of Islamic cultural history teachers in improving student learning activities through the method.cooperative learning in Class XI A at MAN 4 Tabalong.

The data sources in this study are divided into two: primary and secondary data. Primary data were obtained directly from interviews with SKI teachers and class XI A students, observations of learning activities, and direct documentation in the classroom. Meanwhile, secondary data consisted of supporting documents such as Lesson Plans (RPP), syllabi, textbooks, and madrasah profile data. According to Sugiyono, primary data sources are the main sources obtained directly from informants, while secondary data sources are obtained through documents or archives that support the research (Sugiyono, 2019).

Data collection techniques were conducted through three methods: observation, in-depth interviews, and documentation. Observations were conducted directly during teaching and learning activities to assess the role of Islamic cultural history teachers in enhancing student learning activities through the method.cooperative learning in Class XI A at MAN 4 Tabalong. Interviews were used to further explore the teachers' understanding of their role as Islamic cultural history teachers in enhancing students' learning activities through the interactive method.cooperative learning in Class XI A at MAN 4 Tabalong. Documentation was used to obtain written data to complement the results of observations and interviews. According to Raco, the combination of these three techniques can strengthen data validity because it allows researchers to obtain information from various perspectives (J.R. Raco, 2020).

After data collection, data processing and analysis were carried out using interactive analysis, as proposed by Miles and Huberman, which consists of three stages: data reduction, data presentation, and conclusion drawing/verification. Data reduction was carried out by simplifying and grouping relevant data. The data was then presented in descriptive narrative form to facilitate understanding. Finally, conclusions were drawn based on patterns or findings that emerged from observations and interviews (M.B. Miles, A.M. Huberman & J., 2019).

To ensure data validity, source and method triangulation techniques were used, comparing and cross-checking data obtained from various collection techniques (observation, interviews, and documentation) and from various sources. Arikunto stated that triangulation aims to test the consistency of information obtained from different sources, thereby ensuring data validity. Furthermore, member checking techniques were also used, requesting confirmation from informants regarding the data and interpretations made by the researcher (Suharsimi Arikunto, 2018).

D. Result and Discussion

Research result

The role of Islamic cultural history teachers in increasing student learning activities through methodscooperative learning in Class XI A at MAN 4 Tabalong is depicted in the following research results:

The results of interviews and observations show that teachers are able to apply

learning methods that encourage student activity. In this case, the application of the methodcooperative learningis an effective strategy, because it not only activates students individually, but also fosters cooperation and a sense of shared responsibility in the learning process.

Application of the methodcooperative learningThis has been shown to have a positive impact on the 11th grade students of MAN 4 Tabalong. They not only found it easier to understand the content of Islamic cultural history, but also demonstrated opportunities to improve their critical thinking skills, active participation in discussions, and ability to express opinions in front of their peers.

This is proven by the explanation of the Islamic cultural history subject teacher that through the methodcooperative learningThis has significantly improved, as all students are seen to be actively involved. With this method, all children play an active role, and it's clear that the use of this method is very supportive and excellent for learning Islamic cultural history, especially since Islamic cultural history lessons often tell stories from the past. In addition to improving understanding, the use of this methodcooperative learningThis also had a significant impact on improving the learning activities of class XI A students at MAN 4 Tabalong in learning Islamic cultural history. Students appeared enthusiastic about discussing, sharing opinions, and actively asking questions compared to before. They even didn't feel sleepy, sometimes even having funny interludes and laughter, making learning more lively in class.

From the description above, it can be understood that the learning of Islamic cultural history taught in class XI A MAN 4 Tabalong uses the methodcooperative learningThere was an increase in student learning activities, emphasizing active participation in discussions, exchanging opinions, and collaborating to complete the material presented by the teacher for presentation to other groups. Thus, through active student involvement, learning became more meaningful as they learned to discover the core of the material themselves.

Discussion

The role of Islamic cultural history teachers in increasing student learning activities through methodscooperative learning in Class XI A at MAN 4 Tabalong can be discussed in the following discussion:

The role of a teacher is not only to provide or convey information, but also to guide and provide learning facilities so that the learning process is more adequate. As also explained in Law No. 4 of 2005 concerning Teachers and Lecturers, it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. After looking at the role of teachers from a legal perspective, we can also pay attention to the opinions of experts, namely according to Muriani's view, explaining that teachers play a role as teachers, educators, motivators, guides, professionals, and as learning facilitators (Muriani Mur, et al., 2023).

The results of data analysis in the field through interviews regarding the role of Islamic cultural history teachers in increasing student learning activities through the methodcooperative learningin the study of Islamic cultural history at MAN 4 Tabalong, it shows that this finding is in line with the theoryconstructivismwhich states that students construct their knowledge based on their own experiences, therefore the role

of teachers here has a very important primary responsibility and task, namely as teachers, educators, guides, professionals, and as learning facilitators. Meanwhile, the findings stated that teachers have roles as teachers, educators, guides, professionals, and as learning facilitators. The role of Islamic cultural history teachers is very important in enhancing student learning activities, especially with the learning of Islamic cultural history through the method cooperative learning. A teacher should be able to create meaningful and collaborative learning experiences and encourage active student involvement, particularly in implementing learning methods cooperative learning. In teaching Islamic cultural history, the role of the Islamic cultural history teacher is not only to deliver material but also to act as a facilitator who designs group work, provides prompting questions, and guides group discussions/presentations. The teacher helps students exchange ideas, collaborate, and learn actively, so that the objectives of teaching Islamic cultural history can be achieved more effectively.

From the description above, it has been explained how important the role of teachers is in the learning process of students, the role of teachers is very important in creating meaningful learning experiences and students can build their knowledge based on their own experiences such as through discussions, questions and answers, sharing opinions, and being active in the process of learning the history of Islamic culture through the method cooperative learning, because teachers not only encourage the active involvement of each student, but also facilitate collaborative work that makes learning more lively, interactive and effective.

E. Conclusion

Based on the results of research regarding the role of Islamic cultural history teachers in increasing student learning activities through the method cooperative learning In Class XI A at MAN 4 Tabalong, it can be concluded that Islamic cultural history teachers play a crucial role in student learning success. Considering that Islamic cultural history teaching provides many examples and advice for the younger generation, especially in today's era, the role of Islamic cultural history teachers in the educational process is not only as teachers but also as educators, mentors, professionals, and learning facilitators. Through the application of the method cooperative learning, teachers play an important role in creating a collaborative learning atmosphere in accordance with the principles of theory constructivism which states that active involvement allows learners to construct their own knowledge through learning experiences.

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