



The Role of Islamic Religious Education Teachers in Developing Creativity and Innovation in Learning Methods at State Senior High School 9 Pulung Kencana

Ajeng Amanda Pertiwi¹, Ikhwan Aziz Q¹, Irhamudin¹

¹ Universitas Ma'arif Lampung, Indonesia

Corresponding Author  ajengamanda77@gmail.com*

ABSTRACT

Islamic Religious Education (PAI) plays a strategic role in developing students' creativity and innovation to face the challenges of modern life while still prioritizing Islamic values. This research aims to explore the role of PAI teachers in encouraging the development of student creativity and innovation, as well as identifying learning challenges and solutions at SMP Negeri 9 Pulung Kencana. This research uses a descriptive qualitative approach with data collection methods through observation, interviews, and documentation, which are analyzed using an interactive model (data collection, data reduction, data presentation, and drawing conclusions). The results of the research show that PAI teachers have a central role as facilitators, motivators, and inspirers in learning that supports the development of student creativity. The use of technology-based learning methods, project approaches, and digital media helps students think critically and creatively. Teachers also create interactive learning environments that allow students to explore, discuss and collaborate. PAI school principals and teachers emphasize the importance of teacher training and learning approaches that are relevant to current developments to encourage students to learn actively and creatively.

Keywords: *The Role Teachers in Islamic Religious Education, Activity And Innovation*

ARTICLE INFO

Article history:

Received

February 09, 2025

Revised

March 27, 2025

Accepted

April 03, 2025

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

In this era of rapid technological development and globalization, the education system must adapt to be able to prepare a generation that is not only academically intelligent, but also creative and innovative. Islamic religious education (PAI) teachers have an important role in facilitating students to not only teach religion, but also facilitate it creatively in everyday life. Islamic religious education not only teaches morals and morals, but also how Islamic teachings can be applied in innovative ways to face various modern challenges. Creativity in PAI learning helps students think more flexibly and be open to life's challenges, as well as being able to place religious teachings in a broader social context. Meanwhile, innovation is needed so that Islamic religious teachings remain relevant and can be applied in current developments, including in the technological and social fields. This approach is in accordance with the goals of Islamic education which emphasizes mastery of knowledge while remaining committed to religious principles.

PAI teachers are an important component in the education system because they not only act as transmitters of material, but also as facilitators and motivators who can encourage students to think creatively. In the process, the success of religious education in schools cannot be separated from the role of the family as an informal educational institution, as well as the community as a laboratory for students in developing their skills and personality traits. So that religious education can be a means for students to develop character, personality, mental and spiritual qualities that can be used as provisions for navigating the social life of society. (Tiara Ayu Astriana et al., 2023) The teacher is a main actor in education as well as a person who determines the success or failure of the learning process. Education is very important and absolute for every human being to continuously perfect oneself. Education is not only the process of transferring knowledge possessed by teachers to their students but also forms good personalities in their students. Education seeks to form students who are superior in terms of knowledge, attitudes and skills. (Arafah & Pohan, 2023)

Creativity is a very important ability that needs to be developed from an early age, or an ability to think that is different from others, whereas creative individuals are able to see, realize, be sensitive and able to respond to things that are different in the surrounding environment, thereby encouraging them to produce something new, innovative and useful for the surrounding environment, not only in the form of products but also in the form of ideas that are adaptive and acceptable to other people. The world of children is a world of creativity, where children need space to move, think and emotionally that is guided and adequate. Ability or thinking is one aspect that influences the emergence of a person's creativity. (Puspitasari & Wibowo, 2022)

Innovation means renewal. The word innovation from English is often translated as anything new or renewal. Then in Indonesian it became an innovation. Innovation is sometimes used to express discovery, but innovation is also defined as the development of something that has not yet developed, this is reinforced by M. Saleh Muntasir who said that the definition of innovation itself is a change that is special, new, and well thought out, which is predicted to be more successful in completing a system, an innovation is something that is desired and planned, not something that just happens suddenly.

METHOD

This type of research is descriptive qualitative research. Research data was collected through observation, interviews and documentation. This research uses an interactive model which consists of four components, namely data collection, data presentation, data reduction, and conclusions. Based on interviews and observations conducted by researchers, there are several interesting things about teachers in developing students' creativity. In this research, the validity of the data used used in qualitative research, namely by triangulation from sources, namely school principals, teachers and students. (Saleh, 2017) With this type of research, researchers explain how the creativity and innovation of Islamic religious education teachers in the learning process in a school.

The data sources required in this research are primary data sources and secondary data sources. Primary data is the main source of information collected directly by researchers in the research process. This data is obtained from original sources, namely respondents or information related to research variables. Primary data can be the results of observations, interviews or data

collection. (Rukhmana, 2021) Secondary data is data obtained indirectly from the research object. Researchers obtain ready-made data collected by other parties using various means or methods, both commercial and non-commercial. Secondary data can be obtained from various sources, such as books, reports, journals and other data sources. Secondary data collection can be done through observation or documentation (Rizky Fadilla & Ayu Wulandari, 2023). The primary data in this research is the principal of SMP Negeri 9 Pulung Kencana, Islamic religious education teacher. The secondary data that will be used in this research includes documentation, observation results, documents related to research and journals and writings published via the internet and compiled through other parties relevant to the role of Islamic religious education teachers in developing creativity and innovation in learning methods.

Data collection instruments are tools used to measure the data to be collected. This data collection instrument is basically inseparable from the data collection method. If the data collection method is a depth interview, the instrument is an open/unstructured interview guide (Ummah, 2019). In this research, the main tool or instrument for collecting data was research itself by observing teaching and learning activities at SMP Negeri 9 Pulung Kencana. The researcher also interviewed the school principal, Islamic religious education teacher and students to obtain information related to the problem being studied.

Reduction The amount of data obtained from the field is quite large, therefore it needs to be recorded carefully and in detail. The longer researchers are in the field, the greater the amount of data, the more complex and complicated it will be. For this reason, data analysis needs to be carried out through data reduction. (Munir, 2022) The main focus of this research is the role of Islamic religious education teachers in developing creativity and innovation in learning methods at SMP Negeri 9 Pulung Kencana. Data collected through observation, interviews, and documentation shows that consultants, leaders, and informal leaders.

RESULTS AND DISCUSSION

The Role of Islamic Religious Education Teachers in Developing Creativity and Innovation in Learning Methods at SMP Negeri 9 Pulung Kencana

The teacher is the main actor in education as well as the person who determines the success or failure of the learning process. Education is very important and absolute for every human being to continuously perfect oneself. Education is not only the process of transferring knowledge possessed by teachers to their students but also forms good personalities in their students. Education seeks to form students who are superior in terms of knowledge, attitudes and skills (Arafah & Pohan, 2023).

In the process, the success of religious education in schools cannot be separated from the role of the family as an informal educational institution, and the community as a laboratory for students to develop their skills and personality traits. (Tiara Ayu Astriana et al., 2023) The aim of education is how to form a generation that is complete, meaning it has intellectual intelligence, good attitudes and the skills needed to live life

in society. This is the teacher's task in carrying out the learning process as part of the educational process to be able to produce learning whose output is a balance of cognitive, affective or attitudinal and psychomotor achievements (Salamah, 2020).

1. understanding creativity

There are many definitions of creativity put forward by several experts, including the following: According to James J. Gallagher, creativity is a mental process carried out by individuals containing new ideas or products, or can also be a combination of the two which can later become embedded in them. According to Supriadi, creativity is a person's ability to create something new, whether in the form of an idea or work that is creatively different from something that already exists. According to Semiawan, creativity is the ability to provide new ideas and apply them to problem solving. Based on the definition above, we can conclude that creativity is a mental process within an individual that creates new ideas, processes, methods or products that are effective and imaginative, aesthetic, flexible, integrated, successional, discontinuity and differentiation that can be used in various fields to solve a problem (Munir, 2022).

2. There are five characteristics of creative thinking abilities, namely:

1. Fluency thinking skills, namely expressing many ideas, answers, solving problems and questions, being able to provide many ways or suggestions for doing various things and thinking about more than one answer.

2. flexible thinking skills (flexibility), namely generating varied ideas, answers and questions, being able to distinguish a problem from different points of view, looking for many different ways, and being able to change approaches and ways of thinking.

3. original thinking skills (originality), namely being able to create new and unique expressions.

4. detailing or elaboration skills, namely being able to expand and develop an idea or product, adding or detailing an object or idea in detail so that it can be interesting.

5. redefinition skills, namely being able to determine a correct question, a wise plan or action, being able to make a decision in an open situation, and implementing an idea.

3. the importance of developing creativity for students

Creativity is one of the things that is urgent for students to have as the nation's next generation. With creativity, a person can survive in the era of global competition. Developing students' creative thinking abilities is something that needs to be prioritized in the implementation of education. The reason for developing this capability is the increasingly high level of complexity of problems in all aspects of modern life. Complex problems can be solved by using high-level thinking skills, one of which is creative thinking skills. (Rindiantika, 2021)

Students' creative potential must be developed as fully as possible providing skill skills outside of academics, which must then be honed using appropriate methods. In line with Subandijah's opinion, it is hoped that cognitive and social development through creativity can create self-esteem in students with special needs. The development of creativity is very useful for students who have physical disabilities so that mentally retarded students have abilities that can be developed in the surrounding community. (Z. D. Rahmawati & Ihsan, 2022)

1 . understanding innovation

In an era that continues to develop technologically and informationally, educational innovation has become a key factor in improving education quality strategies. Educational innovation includes the use of digital technology, new teaching

methods, curriculum changes, and more interactive and collaborative learning approaches. Educational innovation has great potential to create more engaging, relevant and effective learning environments. Innovation is an idea, concept, practice or object that produces and is accepted by a person or group as a new user. As has been said, innovation is an idea, object, event, method that is observed or considered new for a person or group of people (society) in the form of knowledge and discovery. (S. Rahmawati & Nurachadija, 2023)

2. Characteristics of innovative learning As for the characteristics of innovative learning, the following are among others:

- (1) have systematic procedures for modifying student behavior.
- (2) specifically determined learning outcomes, namely positive changes in student behavior.
- (3) determining a special and conducive learning environment.
- (4) measures of student success after participating in learning, so that they can determine criteria for success in the teaching and learning process; as well as
- (5) interaction with the environment to encourage students to be active in their environment. (Purwadhi, 2019)

3. Innovative learning

Quality learning results can only be obtained from a good quality learning process. Innovative learning will stimulate the development of students' thinking progress to solve the problems they face appropriately. Innovative learning will also make students think critically in facing problems, Innovative is a learning process that is designed, structured and conditioned for students to be able to learn. Students must position themselves well, students must not just remain silent, but must try to motivate themselves to develop. Innovative learning will raise students' enthusiasm to be the best. (Putri, 2023)

An innovative teacher is a teacher who is able to process through the use of thinking, imagination abilities, various stimulants, and the individuals around him who try to produce new products, new ideas, both for himself and the people around him, (Istarani, 2014). learners For this reason, a varied teacher is needed to think and come up with various new ideas. Improving the quality of learning takes a very strategic position so that it is hoped that it can improve student learning outcomes. One effort that can be made to achieve this goal is to increase teacher competence so that teachers are expected to be able to solve learning problems faced when carrying out their duties through the application of innovative learning (Pipit Mulyah, Dyah Aminatun, Sukma Septian Nasution, Tommy Hastomo, Setiana Sri Wahyuni Sitepu, 2020).

Gambar 1
Interview documentation with the principal of SMP Negeri 9 Pulung Kencana



Based on interviews and observations, the principal of SMP 9 Pulung Kencana School principals' opinions regarding the role of Islamic Religious Education (PAI) teachers in developing creativity and innovation in learning methods vary greatly, but in general, they assess that PAI teachers have a big responsibility in creating an interesting and relevant learning atmosphere for students. School principals usually encourage PAI teachers to continue to develop their competencies through training, seminars or workshops that discuss innovative learning strategies. They can also facilitate professional development activities for PAI teachers. And school principals have provided support in the form of providing facilities and infrastructure that support learning innovation, such as libraries and access to technology that can be used in learning.

The school principal emphasized the importance of evaluating the methods applied by PAI teachers. The principal also encourages reflection and continuous improvement so that the innovations carried out are truly effective in improving students' understanding and character. The principal also supports collaboration between PAI teachers and other subject teachers, parents and the community in developing creativity outside and inside the classroom. This can be in the form of religious-based extracurricular programs such as qiro', reading and writing the Koran. The school principal really appreciates and supports the role of PAI teachers in developing creativity and innovation in religious learning, but also in shaping students' character which is better and in accordance with Islamic values.

Figure 2
Interview documentation with PAI Teachers



Based on the results of interviews and observations, Islamic religious education (PAI) teachers have an important role in creating learning that is interesting, effective and relevant to current developments. Creativity and innovation in learning methods can increase students' understanding of Islamic values and make learning more meaningful.

Creating interesting methods PAI teachers need to use various methods such as those that have been implemented at SMP Negeri 9 such as discussion and question and answer methods, inviting students to work on projects that connect Islamic teachings. with everyday life, and role-playing methods. The lack of technology in junior high schools (SMP), such as limited laptops and the prohibition on carrying mobile phones (HP), can be a challenge for teachers, including Islamic Religious Education (PAI) teachers, in developing creativity and innovation in learning methods. And teachers must be more creative in creating learning methods without technological support.

PAI teachers have also implemented learning outside the classroom by holding activities such as social service, Islamic studies, or Islamic boarding school programs. And teaches students to give alms, share food, or maintain cleanliness in the environment. PAI teachers have a strategic role in developing creativity and innovation in learning. With interesting methods, the use of technology, technological approaches, approaches that suit students' character, as well as the integration of Islamic values in everyday life, teachers must also continue to learn and develop themselves in order to provide a better learning experience for students.

Documentation of interviews with students at SMP Negeri 9 Pulung Kencana



PAI teachers at SMP Negeri 9 have used educational games as a means to teach Islamic religious values. These games can take the form of quizzes, puzzles, or role-playing games that help students understand the material in a fun and non-boring way. For example, games that test knowledge of Islamic history or getting to know important figures in Islam. In PAI learning, group discussions are often held to discuss certain topics, such as hadith, or moral values in Islam. These discussions allow students to share opinions, think critically, and learn from their peers' perspectives. This also develops the ability to speak and argue wisely according to Islamic teachings. The learning method used by Islamic Religious Education (PAI) teachers is very interesting, in terms of the approach applied. PAI teachers tend to try to make lesson material more lively and relevant to students' lives, so that they don't just memorize, but also appreciate and apply Islamic teachings in everyday life. The following are several learning methods that are often used by PAI teachers which can be very interesting. Even though the lecture method is still often used in classroom learning methods as a traditional method, PAI teachers often modify it in an interactive way. This discussion has often been used as a learning method in the classroom, a very interesting method, because it allows students to share opinions and explore topics in more depth. Discussions can focus on social ethical issues or developing religious topics.

The methods used by PAI teachers can be very interesting if applied creatively and innovatively. Learning that prioritizes interaction, collaboration, and the use of modern technology, makes students not only understand the teachings of the Islamic religion but also develop social and life skills that are useful in the real and social world.

DISCUSSION

The findings of this research indicate that the teacher's role is in developing student creativity. This research aims to determine the role of teachers in developing student creativity for students. Teachers play an important role in developing creativity both academically and non-academically. Factors that support the realization of creativity are time, opportunities to realize, encouragement, school facilities and infrastructure, stimulating the environment and ways of educating students. Creative PAI teachers are able to create an interactive and fun learning environment, thereby encouraging students to think critically and innovatively in understanding Islamic values. (Puspitasari & Wibowo, 2022)

The role of Islamic religious education teachers in developing student creativity through selective capita-based learning. This research investigates the role of Islamic religious education teachers in developing student creativity through a capita selecta-based learning approach. Which integrates various aspects of student intelligence in the context of Islamic education. Through descriptive analysis methods with data collection through classroom observations and interviews, the research results show that teachers have a significant role in creating a learning environment that supports the expression of student creativity. They use innovative and interactive methods, and encourage students to think critically, be creative, and apply Islamic values in everyday life. (Eka Sari et al., 2024)

The role of Islamic Religious Education Teachers (PAI) as the main driver of religious education has an important role in creating innovative and relevant learning, especially at the Madrasah Tsanawiyah (MTs) level. One of the duties of PAI teachers is to integrate digital technology into the learning process to develop student

creativity. MTs I'anatut Tholibin as an Islamic-based educational institution is not immune from this challenge. PAI teachers at this madrasah are expected to be able to utilize digital technology effectively to support learning that is interactive, interesting and able to inspire student creativity. This is in line with the demands of an educational curriculum that does not only focus on cognitive aspects, but also develops critical, creative and innovative thinking skills. Therefore, it is important to understand the role of PAI teachers in developing learning creativity through digital technology at MTs I'anatut Tholibin as an effort to produce a competent generation in the digital era. (Novitasari & Putri, 2025)

The role of Islamic Religious Education (PAI) teachers is very strategic. PAI teachers are not only responsible for teaching religious knowledge to students, but also have a great opportunity to instill character values based on religious teachings. Islamic religious education is expected to not only emphasize ritual aspects or teaching religious theory, but also integrate moral values and morals that are in accordance with Islamic teachings in students' daily lives. PAI teachers in vocational schools must be able to provide good role models, as well as create an atmosphere that supports the formation of students' character in every aspect of their lives. PAI teachers also need to develop various strategies that can overcome the gap between the expected goals of character education and the reality that occurs in the field, such as through a more personal approach, giving challenging assignments, or involving parents and the community in the student's character education process. (Rahayu, 2020)

From research findings regarding the role of Islamic Education Teachers in developing creativity and innovation in learning methods, namely:

The first research is more general in describing the role of teachers in developing student creativity. Focus on the importance of an interactive and fun learning environment. Not specific to certain approaches to learning, such as *capita selecta* or digital technology. The second research approach is more focused on selective *capita*-based learning. Emphasis on the use of innovative and interactive methods that encourage students to think critically and creatively in the context of Islamic values. Using descriptive analysis methods with observations and interviews.

The third research focuses on the use of digital technology to support student creativity. Emphasizes the importance of technology to create learning that is interactive, interesting and relevant to the demands of an educational curriculum that focuses more on critical, creative and innovative thinking skills. This research is more specific at the Madrasah Tsanawiyah education level. The fourth research focuses on character formation and the integration of moral and ethical values through Islamic religious education. Using a more personal approach, giving challenging assignments, and involving parents and the community in the character education process. Focuses on the vocational school context and not solely on academic aspects or creativity. Overall, although these four studies both discuss the role of teachers in developing student creativity, they each have different approaches and contexts, both in terms of methods, environment and use of technology. Learning research at SMP Negeri 9 Pulung Kencana school will not only increase students' creativity, but also help them develop in terms of character, critical thinking skills, and ability to innovate. By creating a fun learning environment, using technology effectively, and providing a personal approach to character education, teachers can make a significant

contribution to the formation of a generation that is creative, innovative, and has noble character.

CONCLUSION

Based on the results of research conducted regarding the role of Islamic Religious Education (PAI) teachers in developing creativity and innovation in learning methods at SMP Negeri 9 Pulung Kencana, it can be concluded that PAI teachers have a very important role in developing creativity and innovation in students, but also as mentors, inspiring and motivating students. This role covers various aspects that support creativity and innovation in students, such as discussing, guessing words, telling stories, asking questions and answers. This role covers various aspects that support learning methods, as well as creating imagination and interesting new ideas. In its implementation, PAI teachers have made various efforts, including familiarizing themselves with religious activities such as congregational prayers, reciting the Al-Qur'an, and collective dhikr. PAI teachers also try to shape the religious character of students through a personal approach both in the form of academic guidance and consultation regarding problems faced by students. Research conducted at SMP Negeri 9 Pulung Kencana shows that PAI teachers play an active role in guiding students, both within the school environment and outside the school. Even though there are still several obstacles, such as the maximum number of teaching tools and a lack of specific guidance for students, overall PAI teachers are late in carrying out their roles both within the school environment and outside the school environment. In this research, at SMP Negeri 9 Pulung Kencana, it was found that PAI teachers in their learning process still used the lecture method so that the students being taught felt bored and bored and there were teachers, this shows that the role of PAI teachers must continue to be improved with more interesting and varied learning methods and utilizing technology to make it more attractive to students.

REFERENCES

- Arafah, A., & Pohan, S. (2023). Peran Guru Agama dalam Pengembangan Kreativitas Siswa di Anuban Muslim Songkhla School. *Journal on Education*, 5(3), 6263–6276. <https://doi.org/10.31004/joe.v5i3.1399>
- Eka Sari, K., Erlinda, S., & Bengkalis, S. (2024). Peran Guru Pendidikan Islam dalam Mengembangkan Kreativitas Siswa melalui Pembelajaran Berbasis Kapita Selekt. *Jurnal Penelitian Pendidikan Indonesia*, 1(4), 213–221.
- Istarani. (2014). *Model pembelajaran inovatif*, Medan. 121–124.
- Munir, M. (2022). Kreativitas dan Inovasi Guru Pendidikan Agama Islam Proses Pembelajaran (Studi Kasus di Kelas X SMAN 1 Barat Kabupaten Magetan). *Jurnal Pendidikan Islam*, 26–44.
- Novitasari, L., & Putri, N. (2025). *Murid PERAN GURU PAI DALAM MENGEMBANGKAN KREATIVITAS PEMBELAJARAN MELALUI TEKNOLOGI DIGITAL DI MTS I' ANATUT THOLIBIN* *Murid*. 2(1), 76–82.
- Pipit Mulyah, Dyah Aminatun, Sukma Septian Nasution, Tommy Hastomo, Setiana Sri Wahyuni Sitepu, T. (2020). 濟無No Title No Title No Title. *Journal GEEJ*, 7(2), 140–150.
- Purwadhi, P. (2019). Pembelajaran Inovatif dalam Pembentukan Karakter Siswa. *Mimbar Pendidikan*, 4(1), 21–34. <https://doi.org/10.17509/mimbardik.v4i1.16968>

- Puspitasari, Q. D., & Wibowo, A. (2022). Peran Guru Dalam Mengembangkan Kreativitas Siswa Kelas IV di SD Negeri Plebengan Bambanglipuro. *Pelita : Jurnal Kajian Pendidikan Dan Pembelajaran Indonesia*, 1(1), 1-7. <https://doi.org/10.56393/pelita.v1i1.105>
- Putri, D. A. (2023). *Model Pembelajaran: Peningkatan Proses Pembelajaran*. <https://doi.org/10.31219/osf.io/c9q3u>
- Rahayu, I. S. (2020). Pengaruh Penggunaan Macromedia Flash Terhadap Hasil Belajar IPA Konsep Sistem Pernapasan Manusia Siswa Kelas VIII Di SMP Negeri 4 Sungguminasa. *Skripsi*, 22-23.
- Rahmawati, S., & Nurachadija, K. (2023). Inovasi Pendidikan Dalam Meningkatkan Strategi Mutu Pendidikan. *BERSATU: Jurnal Pendidikan Bhinneka Tunggal Ika*, 1(5), 1-12. <https://doi.org/10.51903/bersatu.v1i5.303>
- Rahmawati, Z. D., & Ihsan, B. (2022). No 02 | 2022, Hal. 19-28 eISSN. 03(02), 2723-6285.
- Rindiantika, Y. (2021). Pentingnya pengembangan kreativitas dalam keberhasilan pembelajaran: kajian teoretik. *Jurnal Intelegensia*, 6(April), 53-63.
- Rizky Fadilla, A., & Ayu Wulandari, P. (2023). Literature Review Analisis Data Kualitatif: Tahap PengumpulanData. *Mitita Jurnal Penelitian*, 1(No 3), 34-46.
- Rukhmana, T. (2021). Jurnal Edu Research Indonesian Institute For Corporate Learning And Studies (IICLS) Page 25. *Jurnal Edu Research : Indonesian Institute For Corporate Learning And Studies (IICLS)*, 2(2), 28-33.
- Salamah, S. (2020). Peran Guru Pai Dalam Pembentukan Karakter Siswa Di Era Revolusi Industri 4.0. *SCAFFOLDING: Jurnal Pendidikan Islam Dan Multikulturalisme*, 2(1), 26-36. <https://doi.org/10.37680/scaffolding.v2i1.281>
- Saleh, S. (2017). Penerbit Pustaka Ramadhan, Bandung. *Analisis Data Kualitatif*, 1, 180. <https://core.ac.uk/download/pdf/228075212.pdf>
- Tiara Ayu Astriana, Ikhwan Aziz Q, & Rina Mida Hayati. (2023). Strategi Guru Pendidikan Agama Islam dalam Membentuk Karakter Religius Peserta Didik Sekolah Dasar. *Bustanul Ulum Journal of Islamic Education*, 1(1), 1-15. <https://doi.org/10.62448/bujie.v1i1.3>
- Ummah, M. S. (2019). No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title. *Sustainability (Switzerland)*, 11(1), 1-14. http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI

Copyright Holder :

© Ajeng Amanda Pertiwi et al., (2025).

First Publication Right :

© International Journal on Advanced Science, Education, and Religion (IJoASER)

This article is under:

