



THE RELEVANCE OF TA'LIMUL MUTA'ALLIM TEACHINGS TO CHARACTER EDUCATION OF RELIGIOUS PROGRAMS IN THE ERA OF SOCIETY 5.0

Sulusiyah¹, Mohammad Syifaur Rizal², Faiq Julia Iqna'a³, Bakron Andre Setiawan⁴, Basori Alwi⁵

^{1,2,3,4,5} Universitas Nurul Jadid, East Java, Indonesia

Email: sulusiyahrahmad20@gmail.com¹, rizalarnoldo1@gmail.com², Faiqjuliaiqnaa@gmail.com³, Bakronmedsos@gmail.com⁴, Basorialwi@unuja.ac.id

Abstract:

This study examines the relevance of Ta'limul Muta'allim teachings in character education in the Religious Program of MAN 1 Probolinggo in the Society 5.0 era. This study used qualitative methods to collect data through field observations and interviews with teachers, students, and related parties. The study results indicate that integrating technology in character education can strengthen the internalization of moral and ethical values contained in the teachings of Ta'limul Muta'allim. Technology allows broader access to learning resources and more interactive learning experiences, but technology also requires supervision so as not to interfere with students' focus. In addition, applying an interdisciplinary approach, which integrates moral values in various disciplines, has proven effective in enriching character learning in dormitories and classrooms. This study suggests developing a more adaptive technology-based character education model and strengthening training for teachers and musyrifah to use technology wisely in the character learning process.

Keywords: *Ta'limul Muta'allim, Character Education, Technology, Society 5.0*

INTRODUCTION

Education plays an important role in shaping individual character and personality, especially in the context of a modern society that continues to develop (Sari et al., 2023). The Society 5.0 era, which is characterized by the integration of digital technology into social life, demands a balance between mastery of technology and strengthening moral and ethical values (Altsaury & Saefudin, 2024). In this case, character education becomes very relevant to create individuals who are not only intellectually intelligent but also have noble morals.

One of the classic references in character education based on Islamic values is the book Ta'limul Muta'allim. This monumental work contains guidance on manners and ethics in seeking knowledge, such as the importance of sincere intentions, respect for teachers, and discipline in learning (Amin, 2024). The values taught in Ta'limul Muta'allim are not only relevant in the past, but also have high significance in facing the challenges of education in the modern era (Asbari et al., 2024).

State Islamic Senior High School (MAN) 1 Probolinggo, especially through the Religious Program also known as MANPK, is an institution that has a mission to integrate religious education with the formation of student character. MANPK is a madrasah at the Aliyah level with special programs and learning (Riduan, 2023). Unlike other programs or classes in the madrasah, the Religious Program emphasizes its learning on classical books or tuhots with Nahwu and Shorrof as its support.

This program aims to produce a generation that excels in science and has a strong

personality, in line with Islamic values (Dewi, 2024). Therefore, it is important to examine the relevance of the teachings of Ta'limul Muta'allim in supporting the implementation of character education in the Religious Program at MAN 1 Probolinggo (Sadiyah et al., 2022).

This study aims to analyze how the teachings of Ta'limul Muta'allim can be implemented in learning and character formation in the Religious Program of MAN 1 Probolinggo. The focus of this study also includes how these values can be adapted in the context of Society 5.0, where technological developments and social dynamics are an inseparable part of students' lives.

Previous research related to the relevance of the teachings of Ta'limul Muta'allim in Character Education has been widely conducted, including; (1) The Relevance of Moral Values in the Ta'limul Muta'allim Book to Character Education in Indonesia in the Era of Society 5.0 discusses how the moral values contained in the Ta'limul Muta'allim book can be applied in character education in the modern era, especially in a society that has entered Society 5.0. This journal emphasizes that this book contains important teachings, such as good intentions in learning, respect for teachers, discipline, and tawakal, all of which are relevant to forming the character of students who are noble and civilized (Altsaury & Saefudin, 2024). Strengthened by research entitled (2) The Content of the Ta'lim Muta'alim Book and Its Relevance to Contemporary Education which in its discussion explains the relevance of the Ta'limul Muta'allim book to contemporary education, namely how the values and principles contained in this book can be applied in the context of modern education. The Ta'lim Muta'alim book can be a guideline for educators in creating an educational environment that promotes noble morals, correct understanding of religion, and holistic development of individual potential (Mushofa, 2023). Furthermore, it is also strengthened by research (3) The Relevance of The Book of Ta'lim Al-Muta'allim in Character Building in The Era of Industrial Revolution 4.0 which discusses the importance of the values contained in the book as a guideline in forming good and resilient characters amidst the rapid changes in the digital and technological era. They highlight the importance of character education in facing the challenges and changes of the times, as well as how the Ta'lim Al-Muta'allim book can be a source of inspiration in educating the younger generation to become quality and ethical individuals in the era of the Industrial Revolution 4.0 (Firdaus & Hermawan, 2023).

From several studies, a new finding (novelty) can be obtained that enriches the study of the Relevance of Ta'limul Muta'allim Teachings to Character Education in the Society 5.0 Era, especially at the MAN 1 Probolinggo Religious Program Institution. Previous studies have emphasized several important aspects of the Relevance of Ta'limul Muta'allim Teachings to Character Education in the Society 5.0 Era. However, this study combines these concepts with a more holistic and contextual approach, which has not been widely discussed before, namely by producing various findings, including, (1) Technology Integration in Ta'limul Muta'allim Character Education, (2) Interdisciplinary Approach in Character Education of the MAN 1 Probolinggo Religious Program, and (3) Development of a Technology-Based Character Education Model for the MAN 1 Probolinggo Religious Program.

RESEARCH METHODS

This study uses a qualitative research method that focuses on an in-depth understanding of social phenomena, behavior, or human experiences (Waruwu, 2023). In this study, qualitative methods will help researchers to conduct direct observations of the implementation of Ta'limul Muta'allim teachings in character education implemented at MAN 1 Probolinggo. In the study on the Relevance of Ta'limul Muta'allim Teachings to Character Education of Religious Programs in the Society 5.0 Era at MAN 1 Probolinggo, qualitative methods will be used to deepen understanding of how Ta'limul Muta'allim teachings can be implemented relevantly in character education programs in the Society 5.0 era (Parker et al., 2023).

The researcher will conduct in-depth interviews with teachers, students, and related parties and directly observe the learning process carried out at the school. The

data obtained from this qualitative method will be analyzed in depth to understand the extent of the relevance of the Ta'limul Muta'allim teachings to character education in the MAN 1 Probolinggo Religious Program in the Society 5.0 era (Dehalwar & Sharma, 2024).

By using qualitative methods, this study is expected to provide a comprehensive understanding of the relationship between the Ta'limul Muta'allim teachings and character education in the Society 5.0 era, as well as provide relevant recommendations for the development of character education programs at MAN 1 Probolinggo in facing the challenges of the Society 5.0 era (Grossoehme, 2014).

In collecting data, researchers conducted field observations in November 2024 at the State Islamic Senior High School 1 Probolinggo Religious Program and at the PK Dormitory located in the Az-Zainiyah Area of the Nurul Jadid Paiton Probolinggo Islamic Boarding School. As for data collection techniques, researchers obtained them from participant observation and in-depth interviews to obtain comprehensive information regarding the views of students, teachers, and other related parties (Zulela et al., 2022). The following is a table of interview respondents:

NO	JABATAN	INISIAL RESPONDEN
1	Ketua Jurusan PK	KY
2	Guru Mapel Akhlak	ZF
3	Kesiswaan Asrama PK	SL
4	Musyrifah Asrama PK	SB
5	Perwakilan kelas X, XI dan XII PK	UN, IMS dan FZ

RESULTS AND DISCUSSION

Integration of Technology in Character Education Ta'limul Muta'allim

Character education is a learning process that aims to form and develop moral values, ethics, and positive behavior in individuals (Mashito et al., 2023). This process includes teaching about attitudes, habits, and values that are expected to guide a person in interacting with others and their surroundings. Character education does not only focus on academic aspects, but also on personality development, such as honesty, responsibility, discipline, empathy, and tolerance (Mamkua & Sutrisno, 2023).

In the world of education, character education includes the formation of values such as respect and responsibility, which are considered fundamental elements in creating individuals with integrity, empathy, and are able to contribute positively to society (Alam et al., 2023). With the rapid development of technology in this era marked by 5.0, character education is very much needed to form individuals with integrity, responsibility, and empathy (Sagala et al., 2024). In the digital era, technology provides various tools and platforms that can be used to support the character education process. For example, interactive learning through educational applications can increase student engagement, making it easier for them to understand and internalize the character values taught.

One of the main benefits of technology integration is wider access to educational resources (Ramaila & Molwele, 2022). Students can explore inspiring videos, articles, and digital books related to the moral and ethical values taught in the Ta'limul Muta'allim book that has been studied previously. With the right approach, technology can be a powerful tool to support student character development in this digital era. As conveyed by KY as the Head of the Religious Program Department, with the use of technology, character learning can be carried out more effectively and enjoyably for Religious Program students.

In this regard, the integration of technology in Ta'limul Muta'allim character education is an important step in forming a generation that is not only academically intelligent, but also has good character.

Ta'limul Muta'allim emphasizes the importance of moral and ethical values in the teaching and learning process (Muhammad & Susandi, 2022). In the perspective of today's education, where social and moral challenges are increasingly complex, character education is the main focus to create individuals who are able to contribute positively to society (Kasi, 2022). So with the teachings of Ta'limul Muta'allim whose main concept is noble values in religion, ethics, and good morals, the output of a learning will not only produce students of the MAN 1 Probolinggo Religious Program who are intellectually intelligent but also have good emotional intelligence or character.

In addition, Ta'limul Muta'allim seeks to strengthen students' character through Islamic religious education. This is done by exploring the values of Islamic teachings that are relevant to the conditions and demands of the times, so that they can provide guidance for students in living their daily lives (Komalasari & Yakubu, 2023), (Metcalf & Moulin-Stožek, 2021). Thus, Islamic religious education is not only a theoretical lesson, but can also be implemented in the practice of students' daily lives.

However, in integrating technology into character education of Ta'limul Muta'allim in the Religious Program of MAN 1 Probolinggo, it is also necessary to pay attention to the potential negative impacts. For example, there is a possibility of student distraction due to the use of gadgets or technology during learning. Therefore, a selective and wise approach is needed in integrating technology so that the objectives of character education are not disrupted. As conveyed by ZF as the Morals Subject Teacher in the Religious Program of MAN 1 Probolinggo *"Regarding the potential negative impacts of technology integration in character education in religious programs, I see that technology can be a distraction for students if there is no supervision from the teacher. They can be lulled by gadgets or social media so that it interferes with the learning of character and religious values that should be instilled"*. He further explained that there are several preventive steps that he takes to counter the negative impacts of technology, namely first, conveying the importance of focus and concentration in learning, including when using technology. Second, providing an understanding of the positive and negative impacts of technology and third, giving assignments or activities that involve direct interaction between students without technology so that they can learn collaboratively. Here is an illustration table:

Aspect	Explanation	Positive impact	Negative Impacts and Solutions
Technology Integration	Use of digital tools and platforms to support learning, such as interactive applications, inspirational videos, and e-books based on Islamic values.	- Wider access to learning resources. - Learning is more effective and enjoyable.	- Student distraction: Students are distracted by gadgets. Solution: Strict supervision and digital literacy.
The Role of Ta'limul Muta'allim Character Education Religious Program Students	Emphasizing manners, morals, and moral values in learning, is relevant to facing social and moral challenges in the digital era.	To form students who are intellectually intelligent and have noble character.	None. (Focus on internalization)

Implementation in the Religious Program of MAN 1 Probolinggo	<ul style="list-style-type: none"> - Digitization of yellow books. - Educational applications. - Collaborative tasks without technology. 	<ul style="list-style-type: none"> - Students understand religious values more deeply. - Practice Islamic values in everyday life. 	<ul style="list-style-type: none"> - Distracting social media: Making students lose focus. Solution: Conveying the positive and negative impacts of technology and collaborative activities without technology.
---	---	--	--

From the above explanation, it can be concluded that the integration of technology in character education in the Religious Program of MAN 1 Probolinggo, based on the values of Ta'limul Muta'allim, is a strategic step to form students who are intellectually intelligent and have noble characters. Technology provides broad access to learning resources that support the internalization of the values of manners, ethics, and morals, so that they are relevant to the challenges of the digital era (Susilawati et al., 2022). Even so, the application of technology requires wise supervision to prevent distractions that can interfere with learning. With the right approach, technology not only strengthens the learning of Islamic values but also prepares a generation with integrity and is able to contribute positively to society.

Interdisciplinary Approach in Character Education of Religious Program of MAN 1 Probolinggo

Character education in the Religious Program of MAN 1 Probolinggo aims to form a generation of students who are intellectually intelligent and have noble morals.

In this effort, an interdisciplinary approach becomes an effective strategy because it is able to integrate various disciplines to enrich the learning process. An interdisciplinary approach is a method or way of understanding, analyzing, and solving a problem by integrating various disciplines (Pasiska et al., 2023). This approach involves collaboration between different fields to create a more comprehensive, in-depth, and innovative understanding.

In this effort, an interdisciplinary approach becomes an effective strategy because it is able to integrate various disciplines to enrich the learning process. An interdisciplinary approach is a method or way of understanding, analyzing, and solving a problem by integrating various disciplines (Pasiska et al., 2023). This approach involves collaboration between different fields to create a more comprehensive, in-depth, and innovative understanding.

In line with this, the Head of the PK Dormitory, namely SL, said, "*Character education in the PK dormitory is very inspired by the teachings of Ta'limul Muta'allim, especially in the aspect of forming morals and learning manners. We integrate the values taught in this book into various activities with an interdisciplinary approach. For example, the importance of manners towards teachers, fellow friends, and the environment is applied not only in studying the book, but also in daily activities such as depositing books to musyrifah and seniors, ta'limul lail, evening performance and bahtsul kitab.*". Strengthened by the Head of the Religious Program Dormitory, namely SB, explaining about dormitory activities through an interdisciplinary approach "*In our dormitory, there are various religious program activities designed to develop the character and skills of students. These activities include routine religious studies, fiqh discussions, leadership training, and public speaking sessions. Each activity is integrated with each other to build good morals and effective communication skills. For*

example, in pengajian, we do not only discuss religious texts, but also discuss the moral values contained therein. In fiqh sessions, we relate Islamic laws to social and leadership contexts, so that students can understand their practical application in everyday life.”

, the relationship between the school and the dormitory must also be sustainable. As in schools, active learning methods such as group discussions and collaborative projects are applied to encourage student participation. For example, in history lessons, students are invited to discuss figures who have strong characters, so that they can understand the relevance of these values in the context of history and modern life. In addition, character-based extracurricular activities, such as the Language Club and Tarbiyah deposit groups, provide opportunities for students to apply the values they have learned in practice. In this way, students are trained to think critically and develop empathy for others. Meanwhile, the dormitory plays an important role in providing opportunities for students to interact intensively and apply character values in everyday life. For example, the Al-Asas Pocket Book deposit program and the practice of reading yellow books help create positive and mutually supportive relationships, where senior students become role models for their juniors. Joint activities such as social services and regular discussions in the dormitory not only strengthen a sense of togetherness but also instill social responsibility among students.

Technology is also a key element in an interdisciplinary approach. Teachers and musyrifah must be able to utilize various technological tools such as interactive learning applications, educational videos, or e-books to deliver character-based material (Al Haddar et al., 2023). For example, students can access biographies of Islamic figures with superior character, or study the history of the development of Islam through digital media. In this way, students not only learn from traditional texts, namely turost, but also relate them to the challenges and opportunities of the modern world. As conveyed by FZ from class XII PK, he and his friends felt more prepared to face the outside world because they had previously been taught to be critical and remain ethical in using technology. UN added that as a class X student in the Religious Program, with the interdisciplinarity in learning activities, he felt helped to understand the knowledge that was the main focus of the Religious Program.

Equally important, collaboration between subjects is another important approach. Subjects such as morals, fiqh, and tauhid are designed in an integrated manner to create comprehensive learning (Faizal et al., 2023). For example, students can create written works or projects on the application of Ta'limul Muta'allim values in everyday life. This activity not only hones academic skills such as writing and critical thinking, but also forms character such as discipline, divinity, a sense of responsibility, and caring.

In addition, project-based and experiential approaches are also applied to strengthen character education. Students are invited to participate in social activities such as community service or religious discussions in the school and Islamic boarding school environment. Through these activities, they learn to apply religious values, empathy, and cooperation in real life. This interdisciplinary approach ensures that students of the MAN 1 Probolinggo Religious Program not only have a strong understanding of religion, but also contribute positively to their social environment.

However, although this interdisciplinary approach promises many benefits, there are challenges that need to be overcome. One of them is the limited human resources and time that become obstacles in the implementation of effective character education. Therefore, training for teachers, musyrifah and socialization to students about the importance of character education is very necessary. With the commitment of all parties - teachers, musyrifah students, and parents. This interdisciplinary approach is expected to create an educational environment that supports the development of a better character for the younger generation.

Development of Technology-Based Character Education Model

Technology-based character education is one of the important innovations in the digital era, including in the Religious Program of MAN 1 Probolinggo. This program aims to integrate Islamic character values with technological advances to produce a generation that is not only intellectually intelligent but also has noble morals (Adnan, 2022).

Technology-based education is an effective solution to attract students' interest while instilling the values of honesty, responsibility, and tolerance in their lives.

This concept stems from the need to make religious education more relevant and interactive for digital generation students. Technology allows Islamic character values to be taught through interesting media such as learning applications, educational games, and interactive videos (Santosa & Jazuli, 2022). In its application at MAN 1 Probolinggo, values such as tawadhu' (humble), ihsan (doing good), and patience are the main focus in every technology-based learning. With this approach, religious education is not only taught theoretically but also through contextual digital experiences.

The first step in developing this model is the use of digital technology that supports religious learning. Applications such as dwellcorp or APK specifically for turot studies are used to strengthen students' understanding of fiqh and interpretation. In addition, gamification is applied through fun educational games, such as simulations of prayer procedures or interactive quizzes about fiqh. Short videos containing inspirational stories from Islamic figures are also presented to strengthen students' moral values.

However, the implementation of this model is not without challenges, such as limited access to technology for some female students and the lack of understanding of teachers regarding the use of technology. MAN 1 Probolinggo addresses this by providing free computer laboratory facilities and hotspots in the madrasah environment. In addition, special training for teachers continues to be held to ensure that they are able to utilize technology in learning. The issue of digital ethics is also a major concern, so that material on the use of technology according to Islamic values is included in the curriculum.

With this approach, MAN 1 Probolinggo hopes to create a generation that is strong in faith and knowledge. Technology-based character education not only provides flexibility in learning but also ensures that religious values remain relevant and alive in students' daily lives. As emphasized by IMF class XI PK *"technology is very helpful in developing character education. We use moral value-based learning applications to instill character in students. However, we continue to emphasize that technology is only a tool, and moral values must remain the core of learning"*. Therefore, this model can be an example for other educational institutions in developing Islamic character-based education in the digital era. The following is a diagram illustration of the development of a technology-based character education model:

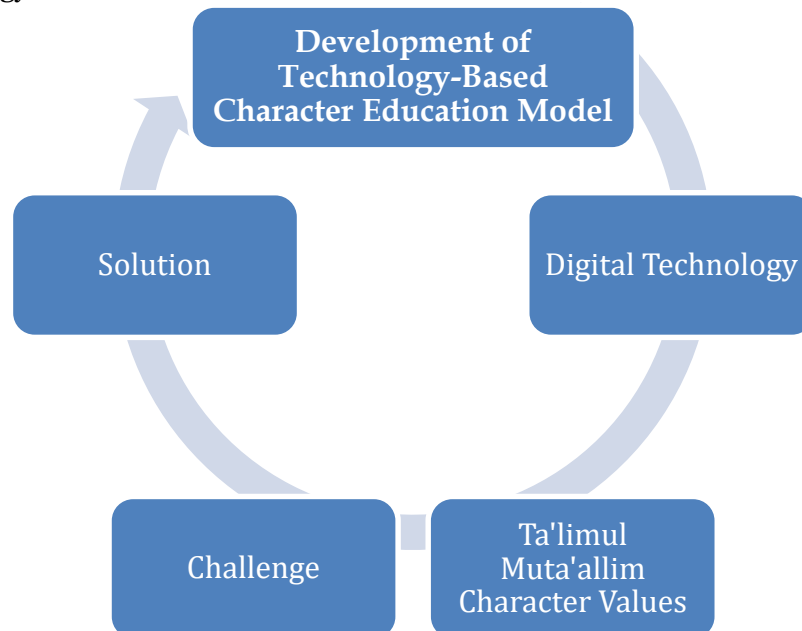


Diagram 1.1 Development of Technology-Based Character Education Model

CONCLUSION

The integration of technology in character education based on Ta'limul Muta'allim in the Religious Program of MAN 1 Probolinggo has made a significant contribution in forming students who excel intellectually and morally. The use of technology allows wider access to learning resources, enriches the learning process, and helps students internalize moral values, ethics, and manners according to Islamic teachings. However, the implementation of this technology also requires wise supervision to manage challenges such as digital distractions, improve technological literacy, and ensure that character values remain the core of learning.

Future research can focus on several important aspects to support the development of technology-based character education. One of them is evaluating the effectiveness of the use of technology in building Islamic character, including hybrid learning strategies that combine traditional methods with modern technology. In addition, it is necessary to develop digital media based on Ta'limul Muta'allim values, such as interactive applications or modules, which can increase student engagement in learning. This research also needs to consider the management of digital distractions and the role of artificial intelligence (AI) in supporting Islamic character education.

Furthermore, international comparative studies on religion-based character education can be a reference to strengthen existing approaches. By studying experiences from other countries, the approach to Islamic character education in Indonesia, especially in the Religious Program of MAN 1 Probolinggo, can be increasingly rich and relevant to the needs of the times. This effort will ensure that character education based on Ta'limul Muta'allim remains adaptive to technological advances, so that it can produce a generation that is not only intelligent but also has noble morals.

REFERENCES

- Adnan, M. (2022). Islamic Education And Character Building In The 4.0 Industrial Revolution. *Nazhruna: Jurnal Pendidikan Islam*, 5(1), 11–21.
- Al Haddar, G., Haerudin, H., Riyanto, A., Syakhrani, A. W., & Aslan, A. (2023). The Revolution Of Islamic Education Thought In The Era Of Society 5.0: Corrections And Analysis Of Studies In Islamic Higher Education Institutions In South Kalimantan. *International Journal Of Teaching And Learning*, 1(4), 468–483.
- Alam, D. R. M., Firdaus, R., & Jaenudin, J. (2023). Urgensi Pendidikan Karakter Islami Di Era Disrupsi. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 7(3), 1131–1146.
- Altsaury, R. A. A., & Saefudin, A. (2024). Relevansi Nilai-Nilai Moral Dalam Kitab Ta'limul Muta'allim Terhadap Pendidikan Karakter Di Indonesia Era Society 5.0. *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*, 14(4), 623–643.
- Amin, M. (2024). Konsep Pendidikan Akhlak Bagi Anak Didik Menurut Imam Buhanul Islam Az-Zarnuji Dalam Kitab Ta'limul Muta'allim. *ISTIFHAM: Journal Of Islamic Studies*, 96–109.
- Asbari, D. A. F., Asbari, R. A. F., Nurhayati, W., & Asbari, M. (2024). From Theory To Practice: Implementing Ta'limul Muta'allim In Modern Education Systems. *International Journal Of Social And Management Studies*, 5(2), 41–46.
- Dehalwar, K., & Sharma, S. N. (2024). Exploring The Distinctions Between Quantitative And Qualitative Research Methods. *Think India Journal*, 27(1), 7–15.
- Dewi, L. R. (2024). Penerapan Nilai Pendidikan Karakter Melalui Kajian Ta'limul Muta'allim Di Man 2 Jombang. *Ahsana Media: Jurnal Pemikiran, Pendidikan Dan Penelitian Ke-Islaman*, 10(2), 135–142.
- Faizal, R. A., Azima, F., Maunti, O., & Nador, M. (2023). Pemahaman Ilmu Pendidikan Agama Islam Melalui Pendekatan Interdisipliner. *UNISAN JURNAL*, 2(7), 11–20.
- Firdaus, F., & Hermawan, H. (2023). The Relevance Of The Book Of Ta'lim Al-Muta'allim In Character Building In The Era Of Industrial Revolution 4.0. *AMIN:*

- International Journal Of Islamic Education And Knowledge Integration, 1(2), 51–59.
- Grossoehme, D. H. (2014). Overview Of Qualitative Research. *Journal Of Health Care Chaplaincy*, 20(3), 109–122.
- Ilmy, Alfi Najmatil, And Abd Hamid Wahid. 2021. “Urgensi Keterlibatan Wali Asuh Dalam Dinamika Pendidikan Di Pesantren.” *Jurnal Pendidikan Agama Islam (Journal Of Islamic Education Studies)* 6(1). Doi: 10.15642/Jpai.2018.6.1.44-66.
- Kasi, M. (2022). Character Building In Adab Ta’lim Wal Muta’allim And Taisirul Kholaq. *International Conference On Islamic Studies (ICIS)*, 622–631.
- Komalasari, M., & Yakubu, A. B. (2023). Implementation Of Student Character Formation Through Islamic Religious Education. *At-Tadzkir: Islamic Education Journal*, 2(1), 52–64.
- Mamkua, M., & Sutrisno, S. (2023). Pendidikan Karakter Perspektif Studi Islam: Peran Guru Membentuk Karakter Disiplin Siswa Melalui Kegiatan Keagamaan Di SD IT. *Jurnal Ilmiah Mandala Education*, 9(1).
- Mashito, D., Aziz, R., & Wahyuni, E. N. (2023). Developing The Student’s Social Care Character Of Islamic Senior High School. *JIPSINDO (Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia)*, 10(2), 115–128.
- Metcalf, J., & Moulin-Stožek, D. (2021). Religious Education Teachers’ Perspectives On Character Education. *British Journal Of Religious Education*, 43(3), 349–360.
- Muali, Chusnul Et Al. 2021. “The Role Of Sufistic-Based Kiai Leadership In Developing The Character Of Santri In The Pesantren.” *AL-ISHLAH: Jurnal Pendidikan* 13(3):1705–1714. Doi: 10.35445/Alishlah.V13i3.1012.
- Mudarris, Badrul, And Mohammad Syifaur Rizal. 2023. “Manajemen Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kedisiplinan Guru Dan Karyawan Di SMA Nurul Jadid.” *JIIP-Jurnal Ilmiah Ilmu Pendidikan* 6(12):10265–71.
- Muhammad, D. H., & Susandi, A. (2022). Research & Learning In Primary Education Konsep Pendidikan Karakter Dalam Kitab Ta’Limul Muta’Allim. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(1), 177–183.
- Munif, Muhammad Et Al. 2022. “Student-Centeredness By Knowledge Sharing: An Effective Learning In Madrasah.” *AL-ISHLAH: Jurnal Pendidikan* 14(1):136–146. Doi: 10.35445/Alishlah.V14i1.1313.
- Mushofa, M. (2023). Kandungan Kitab Ta’lim Muta’alim Dan Relevansinya Dengan Pendidikan Kontemporer. *Indonesian Journal Of Education And Social Sciences*, 2(1), 22–33.
- Parker, R. D., Mancini, K., & Abram, M. D. (2023). Natural Language Processing Enhanced Qualitative Methods: An Opportunity To Improve Health Outcomes. *International Journal Of Qualitative Methods*, 22, 16094069231214144.
- Pasiska, P., Ratono, I., Kurniati, A., Aly, H. N. A. N., Iqbal, M., & Adisel, A. (2023). Interdisipliner Pendidikan Islam Dan Realitas Keilmuan Indonesia. *El-Ghiroh: Jurnal Studi Keislaman*, 21(1), 75–91.
- Ramaila, S., & Molwele, A. J. (2022). The Role Of Technology Integration In The Development Of 21st Century Skills And Competencies In Life Sciences Teaching And Learning. *International Journal Of Higher Education*, 11(5), 9–17.
- Riduan, M. N. (2023). Tingkat Pemahaman Siswa Madrasah Aliyah Negeri Program Khusus Keagamaan (MANPK) Pada Mata Pelajaran Fikih Kelas XI Di MAN 4 Banjar. *An-Nashr: Jurnal Ilmiah Pendidikan Dan Sosial Kemasyarakatan*, 1(1), 1–8.
- Rizal, Mohammad Syifaur. 2024. “Educational Evolution: Sustainable Beturnment With Country In The Development Of The Trainer.” Pp. 28–36 In *Proceeding Of International Conference On Education, Society And Humanity*. Vol. 2
- Sadiyah, B., Yusuf, M., & Roudhotul Jannah, S. (2022). Pendidikan Karakter Dalam Kitab Ta’limul Muta’allim Dan Relevansinya Dengan Program Pendidikan Karakter Di Indonesia. *Jurnal Al-Hikam*, 3(1), 18–32.
- Sagala, K., Naibaho, L., & Rantung, D. A. (2024). Tantangan Pendidikan Karakter Di Era

- Digital. *Jurnal Kridatama Sains Dan Teknologi*, 6(01), 1–8.
- Santosa, S., & Jazuli, M. F. (2022). The Digital Madrasah As An Idea Of IT-Based Islamic Education. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), 379–391.
- Sari, M. P., Ismail, F., & Afgani, M. W. (2023). Pendidikan Karakter Perspektif Ibn Qayyim Al-Jauziyyah Dalam Kitab Tuhfatu Al-Maudud Bi Ahkami Al-Maulud. *Adiba: Journal Of Education*, 3(3), 395–406.
- Susilawati, E., Lubis, H., Kesuma, S., & Pratama, I. (2022). Antecedents Of Student Character In Higher Education: The Role Of The Automated Short Essay Scoring (ASES) Digital Technology-Based Assessment Model. *Eurasian Journal Of Educational Research*, 98(98), 203–220.
- Warkentien, S., Goeking, J., Dilig, R., Knapp, L., & Stanley, R. (2022). Interdisciplinary Education. Literature Review And Landscape Analysis. <https://www.lucasedresearch.org>
- Waruwu, M. (2023). Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif Dan Metode Penelitian Kombinasi (Mixed Method). *Jurnal Pendidikan Tambusai*, 7(1), 2896–2910.
- Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How Is The Education Character Implemented? The Case Study In Indonesian Elementary School. *Journal Of Educational And Social Research*, 12(1), 371.