



Collaboration Between Parents and Teachers in Overcoming Arabic Language Learning Difficulties Among Children at Min Paya Seunara Sabang

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Abstract: The mastery of the Arabic language is essential for Indonesia's individuals to meet global challenges. While formal Arabic language programs in Madrasah serve as a primary means for Indonesian children, students at MIN Paya Seunara, Sabang City, face difficulties in learning Arabic. This research explores the collaborative strategies employed by parents and teachers to address these challenges. The study aims to understand the approaches used by parents and teachers in overcoming Arabic language learning difficulties among students. It investigates whether parents and teachers provide attention, guidance, and necessary resources to alleviate and prevent learning obstacles, especially in Arabic language studies. The research, utilizing a descriptive methodology involving literature review and field research, includes 50 students, 1 principal, 1 Arabic language teacher, and 40 parents at MIN Paya Seunara. Findings suggest that positive collaboration between parents and teachers significantly influences students' academic progress. Efforts such as providing support, sufficient learning resources, and guidance play a crucial role. The study concludes that effective collaboration between parents and teachers is instrumental in addressing Arabic language learning challenges. Recommendations include increasing the number of teachers and fostering closer collaboration between school staff and parents for an enhanced educational process.

Keywords: Arabic Language Learning Challenges; Collaborative Efforts; Min Paya Seunara Sabang City; Parent-Teacher Cooperation; Academic Progress in Language Education.

1. Introduction

Language plays a central role in the intellectual, social, and emotional development of learners, serving as a key determinant of success across various fields of study [1][2]. A well-designed language curriculum for secondary Islamic schools (madrasah) should prepare students to attain competencies that enable them to reflect on their own experiences and those of others, express ideas, and emotions, and comprehend diverse nuances of meaning. Language is expected to aid students in understanding themselves, their culture, expressing ideas and participating responsibly in society, utilizing analytical and imaginative abilities [3][4]. The mastery of the Arabic language is vital for the success of individuals in Indonesia, responding to global challenges [5]. While formal Arabic language programs in Madrasah serve as the primary means for many Indonesian children, the importance of Arabic extends beyond mere language acquisition. In the context of Islamic education, where subjects encompass Quran, Hadith, creed and ethics (*aqidah akhlaq*), jurisprudence (*fiqh*), and Islamic cultural history, Arabic serves as a crucial tool for the smooth learning of Islamic studies [6][7].

However, challenges in learning Arabic persist, and these difficulties often arise from physiological and psychological factors within the students [8][9]. Education, whether formal, informal, or non-formal, significantly influences a child's learning process [10][11]. To address learning difficulties, collaboration between parents and teachers becomes imperative. Triyono (2018) emphasizes the correlation between informal education at home and formal education at school, highlighting the need for close cooperation between parents and teachers for the advancement of the child [12][13].

Considering the above, this study focuses on understanding the extent of collaboration between parents and teachers in overcoming Arabic language learning challenges among students at MIN Paya Seunara, Sabang City. Recognizing the importance of this collaboration, the research aims to explore the steps taken by parents and teachers, the efforts made to address learning difficulties, and the methods employed in overcoming these challenges. To achieve these objectives, the study formulates the following research questions: What collaborative steps are taken to address Arabic language learning

difficulties among students?, What efforts do parents and teachers make to overcome learning difficulties?, and What methods do teachers and parents use to address Arabic language learning difficulties among students?. In alignment with the outlined research questions, the objectives of this study are as follows: To understand the collaborative approaches employed by parents and teachers in overcoming Arabic language learning difficulties among students, To investigate whether parents and teachers provide attention, guidance, and the necessary resources to address and prevent learning difficulties, especially in the Arabic language, and To explore the steps taken, or the lack thereof, regarding collaboration between parents and teachers in addressing Arabic language learning difficulties among students.

2. Background

The collaboration between parents and teachers in addressing Arabic language learning difficulties among children emphasizes the importance of clarifying terms to prevent misunderstandings. Collaboration, defined as a joint effort by individuals or institutions to achieve a common goal, underscores the significance of understanding it as a collective endeavor involving multiple parties [14]. Parents, as highlighted by Usman (2017), bear the primary responsibility for their children's education, with biological mothers and fathers playing a crucial role in educating, guiding, and mentoring their children across various aspects of life. They serve as the foremost educators, contributing significantly to the continuity of a household or family [15]. The definition of a teacher, according to Subakri (2020), encompasses individuals authorized and responsible for student education within or outside the school [16]. This definition includes teachers from preschool (TK) to university professors, in both public and private institutions. Oemar Hamalik further elaborates that teachers are formal educators who have undergone professional teacher training, possessing the expertise to develop tasks and responsibilities related to student education. Learning, as described by Lismaya (2019) and Arifin (2017), involves the growth and change within an individual expressed through new behaviors, talents, experiences, and exercises [17][18]. In the context of this research, learning Arabic refers to the process of acquiring knowledge and skills in the Arabic language.

Postulates, recognized as true assumptions not requiring further investigation, include: Arabic language learning difficulties in children require collaboration between parents and teachers, Collaboration between parents and teachers is a key factor in the success of learning Arabic among children, addressable through effective collaborative methods, The collaborative pattern between parents and teachers is based on consensus and agreement. Hypotheses, as provisional assumptions requiring validation through further research, include: Generally, parents and teachers provide attention and supervision to help children overcome Arabic language learning difficulties, Parents take responsibility for addressing Arabic language learning difficulties in children, Collaboration between parents and teachers can effectively mitigate Arabic language learning difficulties in children, as proposed in theory and explanation.

The importance of learning Arabic in MIN lies in its central role in the intellectual, social, and emotional development of students. Arabic serves as the key language in Islamic teachings, a crucial element for individual, societal, and national success in the face of global challenges. The Arabic language subject at MIN functions not only as a language for religion and knowledge but also as a means of communication. Learning goals encompass developing oral and written communication skills, understanding the significance of Arabic in comprehending Islamic teachings, and enhancing the understanding of the relationship between language and culture. Despite these goals, difficulties in learning Arabic at MIN are influenced by various factors, such as intelligence, attention, interest, talent, motivation, maturity, and readiness. Challenges include a lack of teacher attention, student disinterest, and a limited understanding of the importance of learning Arabic, necessitating efforts to motivate students and create engaging teaching methods. External factors discussed in the text, pertaining to natural and social environments, highlight the need for a supportive atmosphere in both areas to foster effective learning.

3. Method

This research method identified the population as all research subjects, including parents and students at MIN Paya Seunara Sabang (112 people), as well as 17 teachers including the school principal. With a significant number of parents, the study selected a random sample to represent the population, while all teachers were included. A descriptive approach is used to collect, compile, and analyze existing data, with the aim of providing an accurate picture and objective analysis [19]. The data collection process involves two main methods, namely library research which examines related books, and field research where the researcher is directly involved with the research object to test the hypothesis that has been formulated. Observation techniques were used to observe situations related to research, while interviews were conducted with school principals and teachers to gain an understanding of the general description of MIN Paya Seunara, Sabang City, students' difficulties in understanding Arabic lessons, as well as the efforts of parents and teachers in overcoming these difficulties. Using questionnaires as a research method involves preparing questionnaires that are distributed to school principals, teachers, parents, and students. This aims to identify factors that cause difficulties in learning Arabic in children. With this approach, the research seeks to gain a comprehensive understanding of the problem of difficulties in learning Arabic at MIN Paya Seunara Sabang.

4. Results

4.1 General description of the research location

This research discusses cooperation between parents and teachers in overcoming children's difficulties in learning Arabic at MIN Paya Seunara, Sabang City. This school was founded in 1999 and has a land area of 6400M², a building area of 455M², and a yard of 60M². Available facilities include the principal's office, teachers' rooms, classrooms, library, UKS, prayer room, bathrooms, and other rooms. In the context of teaching staff, there are 18 teachers and staff, including the Head of MIN. Teacher strengths and weaknesses in certain subject areas were also identified, with some subjects requiring more teaching staff.

Table 1. Condition of Buildings and Learning Facilities at MIN Paya Seunara, Sabang City

| No. | Space and Facilities | Amount | Information |
|-----|----------------------|---------|-------------------------------|
| 1 | Principal's office | 1 | Good |
| 2 | Teacher's room | 1 | Good |
| 3 | Classroom | 6 | Good |
| 4 | Library room | 1 | Good |
| 5 | UKS room | 1 | Good |
| 6 | Prayer room | 1 | Heavy Damaged |
| 7 | Bathroom/WC | 3 | 2 Good and 1 Slightly Damaged |
| 8 | Miscellaneous Room | 1 | Light Damage |
| | Amount | 15 Unit | - |

Source: MIN Paya Seunara Office Data, 2023.

The MIN Paya Seunara Building, which was built in 1999, is a permanent and complete building funded by the government (MoRA) and community participation. Facilities include six study rooms, principal's office, teachers' council, library, prayer room, warehouse and three toilets. The number of teaching staff and staff reaches 18 people, but there is a shortage of permanent teachers. Therefore, honorary teachers are used to meet learning needs. Data on the strengths and weaknesses of teachers at MIN Paya Seunara can be seen in data showing deficiencies especially in the field of general studies. Furthermore, the number of students in the 2006-2023 academic year reached 112 people, with an even distribution in grades one to grade six. School and student achievements include various awards, such as champions in tug-of-war competitions, carnivals, quizzes, calligraphy, speeches and nasyid tambourine festivals.

4.2 Children's Difficulties in Receiving Arabic Language Lessons at MIN Paya Seunara Sabang.

1) Difficulty Associated with Basic Abilities

Before entering school, every child is usually taught by their parents about basic skills such as writing, reading and reciting the Koran. Smartness in learning is the main thing expected from children. Therefore, children's lack of knowledge about Arabic writing is a dominant factor at MIN Paya Seunara, causing difficulties in understanding Arabic lessons.

2) Difficulties Associated with Development

Each individual experiences different developments throughout their life. These differences include the speed of mental and physical development. According to an interview with Mrs. Fauziah, A.Ma, an Arabic language teacher, the average class score shows that students at MIN Paya tend to have low IQs, which can hinder their ability to receive Arabic language lessons.

3) Difficulties Associated with Needs

Every individual has physical and spiritual needs that must be met. Conditions such as hunger, unclean clothing and housing, and lack of attention and guidance at home can hinder children's attention to lessons. Inadequate economic conditions in the Paya Seunara neighborhood, where most parents work as farmers and fishermen, also contribute to children's learning difficulties.

4) Difficulties Associated with Teachers' Teaching Methods

Appropriate teaching methods are very important in ensuring students' understanding and interest in the lesson. Arabic language lessons, which are less common in the local environment, require a special approach. Teachers in the field of Arabic studies at MIN Paya Seunara need to design teaching methods that are repetitive, applied consistently, and integrated into everyday language so that students feel that this lesson is important and can be understood easily. It should be noted that the teacher may not understand the best way to teach Arabic because he is not a graduate of Arabic Literature.

4.3 Forms of Overcoming Children's Arabic Language Learning Difficulties in MIN Paya Seunara Sabang City

To overcome the difficulties of learning Arabic among children at MIN Paya Seunara, Sabang City, this research highlights several effective steps. Steps to overcome learning difficulties at MIN Paya Seunara, Sabang City involve several stages:

1) Student Selection

Teachers screen all students to identify those who experience learning difficulties. This selection process is important to focus response efforts on students who need additional assistance. The main source of information about learning difficulties is obtained from various children and their problems.

2) Collecting data

Data collection is carried out through reports to students' parents, by asking several questions that must be answered by parents and children. The information involves child identification, address, gender, parent's name, child's name, and school level. The data also includes problems faced by children, such as difficulty reading or difficulty calculating.

3) Interview

Teachers conduct direct interviews with students to gain a deeper understanding of the problems they face. Interviews were also conducted with parents and people closest to the child. Procedures for dealing with learning difficulties can be adjusted based on changing conditions or new things that occur.

4) Special Training for Teachers

Arabic language teachers receive special training from schools regarding the best methods for teaching Arabic to children. The aim is that teaching methods can be adjusted so that they are easy for students to understand and remember. Special evaluations are carried out to ensure the effectiveness of the teaching methods implemented.

5) Application of Alternative Methods

Teachers try to think of alternative methods that can arouse children's interest and passion for learning. This creative approach aims to make learning Arabic more interesting and easier for students to understand.

4.4 Parents and Teachers in Overcoming Children's Arabic Language Learning Difficulties at MIN Paya Seunara, Sabang City

Continuing education is a shared responsibility between parents and teachers. The need for attention from parents and teachers really supports the success of the teaching and learning process in order to improve learning achievement to achieve success in children's education. Help from parents and teachers will encourage children to study actively. If parents and teachers do not pay enough attention, then the child's educational process will not be achieved. Some of the efforts of parents and teachers include:

1) Motivate children to learn.

Every parent wants their child to achieve good and satisfying learning results, as well as teachers at school really hope that their students achieve good achievements. With attention and encouragement from parents and teachers, it will stimulate children's enthusiasm for learning and can arouse children's interest in learning. He knows that he is not the only one who wants to progress, but so do his parents and teachers. Lack of motivation given to children makes it very difficult to expect results in children's learning. To find out the attention and encouragement from parents and teachers, you can look at the questions below.

Table 2. Parents' Attention to Children

| No | Alternative Answers | Frequency | % |
|----|---------------------|-----------|--------|
| A | Always Ask | 5 | 12,5 % |
| B | Sometimes | 10 | 25,5 % |
| C | Not at all | 25 | 62,5 % |
| | Amount | 40 | 100 |

From the table above it can be seen that 25 (62.5%) parents do not ask about their children's learning difficulties and obstacles at all, 10 (25.5%) parents sometimes ask about their children's learning difficulties and obstacles, 5 (12, 5%) parents always ask about their children's learning difficulties and obstacles.

Table 3. Teachers' Attention to Students at School

| No | Alternative Answers | Frequency | % |
|----|---------------------|-----------|-----|
| A | Always Ask | 25 | 50 |
| B | Sometimes | 15 | 30 |
| C | Not at all | 10 | 20 |
| | Amount | 50 | 100 |

From the table above it can be seen that 25 (50%) teachers always ask about children's learning difficulties and obstacles, 15 (30%) teachers sometimes ask about children's learning difficulties and obstacles and do not ask about children's learning difficulties and obstacles at all. To find out how far parents and teachers encourage children's learning, you can look at the questions below.

Table 4. Whether or not parents pay attention to their children when it comes to learning Arabic

| No | Alternative Answers | Frequency | % |
|----|---------------------|-----------|------|
| A | Always Ask | 5 | 12,5 |
| B | Sometimes | 10 | 25,5 |
| C | Not at all | 25 | 62,5 |
| | Amount | 40 | 100 |

From the table above it can be seen that parents encourage their children to learn Arabic, 25 people answered (62.5%) Never give, 10 people (25.5%) sometimes give and 5 (12.5%) Parents always encourage their children's learning. From the description above, it can be concluded that almost some parents do not pay attention to their children in learning Arabic.

Table 5. Whether/Not Teachers Encourage Students to Learn Arabic

| No | Alternative Answers | Frequency | % |
|----|---------------------|-----------|-----|
| A | Always Ask | 25 | 50 |
| B | Sometimes | 15 | 30 |
| C | Not at all | 10 | 20 |
| | Amount | 50 | 100 |

From the table above it can be seen that 25 (50%) teachers always give encouragement to students to learn Arabic, 15 (30%) teachers sometimes give encouragement to students to learn Arabic and 10 (20%) teachers never give encouragement to students to learn Arabic. encouragement to learn Arabic in students. To find out whether parents and teachers check books when their children are studying, you can look at the questions below:

Table 6. Parents Checking Children's Study Notebooks

| No | Alternative Answers | Frequency | % |
|----|---------------------|-----------|------|
| A | Always Check | 5 | 12,5 |
| B | Sometimes Check | 10 | 25,5 |
| C | Never Checked | 25 | 62,5 |
| | Amount | 40 | 100 |

From the table above it can be seen that 25 (62.5%) parents never check their notebooks, 10 (25.5%) parents sometimes check their children's notebooks when they are studying and 5 (12.5%) people An old man once checked his son's notebook. From the description above, it can be concluded that almost all parents do not check their children's notebooks when it comes to studying.

Table 7. Teacher Checks Student Study Notebooks at School

| No | Alternative Answers | Frequency | % |
|----|---------------------|-----------|-----|
| A | Always Check | 6 | 60 |
| B | Sometimes Check | 2 | 20 |
| C | Never Checked | 2 | 20 |
| | Amount | 10 | 100 |

From the table above it can be seen that (60%) teachers always check their notebooks, 2 (20%) teachers sometimes check their children's notebooks when they are studying, and 2 (20%) teachers never check their students' notes.

2) Supervise Children's Education

Children's education requires continuous supervision from parents and teachers so that it can run smoothly. Children tend to be unwilling to study well and diligently without help and supervision from parents and teachers. Parents who do not provide adequate assistance, guidance and supervision to their children can make children feel that they are not cared for, so that emotional relationships are disrupted. At school, teachers also have an important role in aiding, guidance, and supervision to their students. This assistance is not only provided at home, but also at school so that children always receive consistent education and direction. Guidance and supervision from parents and teachers can strengthen children's love for both. Children will realize the sacrifice and love given, thus forming a close relationship. Parents can also give children the understanding that guidance and supervision is beneficial for their own development. In this research, it was found that most parents do not always help their children's complete tasks at home. Likewise, some teachers at schools do not always approach children in overcoming difficulties in learning Arabic. Therefore, increasing the role of parents and teachers in providing guidance and supervision to children is expected to improve their learning achievements.

3) Controlling Children's Learning

Parents and teachers have an important role in controlling children's learning process. Without good supervision, children may experience learning difficulties and lose active learning in later life. Control involves monitoring study time, aiding, and providing guidance. Parents need to control their children's study time, ensuring that children have time to play and are not too pressured to study. The results of this supervision can help children improve the quality of lessons at school. However, without parental help and guidance, children can face fatal difficulties. The research results show that most parents often reprimand children who do not do Arabic homework. Teachers also have a role in giving warnings to their students. Apart from that, parents can help overcome children's difficulties in doing Arabic homework at home. Apart from warnings, parents can also aid in making their children's Arabic homework at home. Teachers at school also provide additional lessons, with almost half of them always giving additional lessons. Collaboration between parents and teachers in controlling children's learning can help improve the quality of children's education. Good control ensures that children actively learn and can overcome difficulties with the right help and guidance.

4) Providing sufficient learning facilities and facilities

Children who are lazy about going to school will have difficulty achieving optimal learning achievements if they are not supported by the availability of appropriate learning tools. The existence of these learning tools is key in supporting children's education. The limited number of books needed can be an obstacle, because without the books needed, motivation to study can decrease. Therefore, the role of parents is very important in ensuring the availability of writing tools, such as pencils, erasers, pens, and supporting books with educational nuances. Adequate facilities, both at home and at school, also play an important role in ensuring that the learning process runs smoothly. Parents are expected to participate actively in meeting their children's learning needs. In the school environment, facilities such as libraries have a vital role in supporting teaching and learning activities. Teachers need to teach children how to use a library with adequate books. The presence of students in the classroom is also a crucial factor, and a good relationship between teachers and students is very important. Without the support of adequate learning facilities, the teaching and learning process may not run optimally. Therefore, the necessary facilities must be available so that children can properly receive the material taught by the teacher, so that they can increase children's learning activities. Furthermore, to ensure an effective learning environment, questions regarding the facilities provided by parents at home and teachers at school become relevant. Parents need to provide a study room, reading books, study time, and other learning facilities so that children can study well at home. At school, teachers need to provide facilities such as study space and time, reading books, and other facilities. From the results of the answers, parents' attention to their children's learning facilities is quite high. Furthermore, the role of good relationships between parents and children, as well as teachers and students, is also emphasized. Close relationships can increase children's enthusiasm for learning. This harmonious relationship has a positive impact on children's learning motivation. Therefore, cooperation and communication between parents and teachers is very necessary. The findings show that most respondents have good relationships, and parents are active in visiting schools and communicating with teachers through letters or parent-teacher meetings. Thus, the results of this research highlight the important role of parents and teachers in creating a conducive learning environment for children. Adequate facilities, active support from parents, and good relationships between all parties can form a strong basis for improving children's learning achievements.

5. Conclusion

There are several important findings in this research. First, effective collaboration between parents and teachers plays a very significant role in the progress of children's learning achievements. The level of participation and efforts made by both parties, both in the family environment and in the school environment, have a strong impact on children's educational development, including in learning Arabic. Second, the role of responsibility in children's education is not only the responsibility of parents, but also the duties and responsibilities of teachers at school. Encouragement, adequate learning facilities both at home and at school, as well as guidance for children who experience learning difficulties, are all important factors in supporting children's educational progress. Third, there is significant attention from parents of MIN Paya Seunara students in meeting their children's learning needs at home. They have shown a willingness to provide sufficient time for children to study at home, as well as ensuring the availability of necessary stationery. In terms of recommendations, it is recommended to related parties such as the Head of the Education Service and teachers to improve the quality of learning, especially in the field of general studies, to support students' holistic development. Apart from that, it is hoped that collaboration between the school principal, teacher council and parents can be further improved to ensure that children's education is well guaranteed. The role of parents is also very important in accompanying and supervising children while studying at home, so that appropriate learning support and facilities can continue to be provided to ensure children remain active in the teaching and learning process.

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