

The Role of Islamic Education Teachers in Strengthening Understanding and Attitudes Towards the Pillars of Faith Through a Humanistic Approach at Mts Yaspi Labuhan Deli

Putri Utami^{1*}, Parianto², Abdul Rahman³

Universitas Islam Sumatera Utara^{*1, 2, 3}

^{*1}email: ptrutami25@gmail.com

²email: parianto@fai.uisu.ac.id

³email: abdul_rahman@fai.uisu.ac.id

Abstract: This study aims to analyze the role of Islamic Religious Education (PAI) teachers in strengthening students' understanding and attitudes toward the pillars of faith through a humanistic approach at MTs YASPI Labuhan Deli. This research employed a qualitative descriptive approach. Data were collected through classroom observations, semi-structured interviews with the principal, Islamic Religious Education teachers, and students, as well as documentation. The findings reveal that PAI teachers play significant roles as educators, mentors, facilitators, motivators, and role models in strengthening students' understanding and attitudes toward the pillars of faith. The humanistic approach is implemented by creating a supportive learning environment, encouraging active participation, establishing empathetic communication, providing personal guidance, and connecting religious values with students' daily lives. The supporting factors include teacher competence, positive teacher-student relationships, school support, adequate facilities, students' enthusiasm, and parental involvement. Meanwhile, the inhibiting factors include differences in students' characteristics, limited learning time, varying learning motivation, and environmental influences outside the school. Overall, the implementation of a humanistic approach contributes positively to strengthening students' understanding, attitudes, and religious behavior related to the pillars of faith.	Keywords: Islamic Religious Education Teacher; Humanistic Approach; Pillars of Faith; Students Understanding; Religious Attitude.
Abstrak: Penelitian ini bertujuan untuk menganalisis peran guru Pendidikan Agama Islam (PAI) dalam memperkuat pemahaman dan sikap siswa terhadap rukun iman melalui pendekatan humanistik di MTs YASPI Labuhan Deli. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Data dikumpulkan melalui observasi kegiatan pembelajaran, wawancara semi-terstruktur dengan kepala sekolah, guru Pendidikan Agama Islam, dan siswa, serta dokumentasi. Hasil penelitian menunjukkan bahwa guru PAI memiliki peran yang sangat penting sebagai pendidik, pembimbing, fasilitator, motivator, dan teladan dalam memperkuat pemahaman dan sikap siswa terhadap rukun iman. Pendekatan humanistik diterapkan dengan menciptakan suasana pembelajaran yang kondusif, mendorong partisipasi aktif siswa, membangun komunikasi yang empatik, memberikan bimbingan secara personal, serta mengaitkan nilai-nilai keagamaan dengan kehidupan sehari-hari siswa. Faktor-faktor yang mendukung penerapan pendekatan humanistik meliputi kompetensi guru, hubungan yang	Kata Kunci: Guru Pendidikan Agama Islam; Pendekatan Humanistik; Rukun Iman; Pemahaman Siswa; Sikap Religius.

positif antara guru dan siswa, dukungan sekolah, ketersediaan sarana dan prasarana yang memadai, antusiasme siswa, serta keterlibatan orang tua. Sementara itu, faktor-faktor yang menghambat meliputi perbedaan karakteristik siswa, keterbatasan waktu pembelajaran, variasi motivasi belajar siswa, serta pengaruh lingkungan di luar sekolah. Secara keseluruhan, penerapan pendekatan humanistik memberikan kontribusi positif dalam memperkuat pemahaman, sikap, dan perilaku religius siswa yang berkaitan dengan rukun iman.

A. Introduction

Islamic Religious Education (PAI) plays a strategic role in developing students' faith, piety, and moral character. One of its fundamental dimensions is the cultivation and strengthening of Islamic creed (*aqidah*), particularly students' understanding of the pillars of faith (*rukun iman*). The pillars of faith constitute the foundation of Islamic belief and should be firmly embedded in students' character so that they can guide their thoughts, attitudes, and behaviors in accordance with Islamic teachings. This principle is reflected in the Qur'an, particularly in Surah Al-Hujurat, verse 7.

وَأَعْلَمُوا أَنَّ فِيكُمْ رَسُولَ اللَّهِ لَوْ يُطِيعُكُمْ فِي كَثِيرٍ مِّنَ الْأَمْرِ لَعَنِتُمْ وَلَكِنَّ اللَّهَ حَبَّبَ إِلَيْكُمُ الْإِيمَانَ وَزَيَّنَهُ فِي قُلُوبِكُمْ وَكَرَّهَ إِلَيْكُمُ الْكُفْرَ وَالْفُسُوقَ وَالْعِصْيَانَ أُولَٰئِكَ هُمُ الرَّاشِدُونَ

Meaning: "And know that among you is the Messenger of Allah. If he had followed your wishes in some matters, you would have been in trouble. But Allah made you love faith and made it beautiful in your hearts and made you hate disbelief, wickedness, and disobedience. Those are the ones who follow the straight path." (Majid & Andayani, 2018).

From an educational perspective, this principle highlights the importance of cultivating religious values through approaches that enable students to internalize Islamic teachings rather than merely memorize them. In this context, the principles of *hikmah* (wisdom) and *mau'izhah hasanah* (good and compassionate counsel), as discussed in M. Quraish Shihab's *Tafsir Al-Misbah*, underscore the importance of an educational approach that respects students' potential, emotions, and individual needs (Hamalik, 2019). This perspective is

consistent with the humanistic approach, which positions students as active subjects in the learning process and seeks to facilitate their understanding, internalization, and application of the values embodied in the pillars of faith in everyday life.

Contemporary developments characterized by advances in information technology, globalization, and changing patterns of social interaction have created new challenges for education, including efforts to strengthen students' religious beliefs (Hidayat, 2018). Students are increasingly exposed to diverse information, perspectives, and values that may not be consistent with Islamic teachings. Such exposure may affect their understanding and practice of the pillars of faith. Therefore, PAI teachers are expected to perform roles beyond that of knowledge transmitters. They must also serve as educators, mentors, motivators, and role models who can guide students in developing and strengthening their faith through meaningful learning experiences.

The humanistic approach represents a relevant pedagogical framework for strengthening students' *aqidah* (Ramli, 2020). This approach emphasizes recognition of students as whole human beings by considering their potential, emotions, personal experiences, and individual needs (Ilyas, 2017). Within a humanistic learning environment, teachers are expected to create conditions that are supportive, dialogical, empathetic, and student-centered. Such an environment can encourage students to engage actively in the learning process and to develop a deeper understanding and appreciation of the values underlying the pillars of faith. Consequently, religious learning can move beyond cognitive mastery toward meaningful internalization and practical application in students' daily lives.

MTs YASPI Labuhan Deli, as an Islamic educational institution, has an important responsibility to develop students who possess strong faith, piety, and noble character in accordance with the objectives of Islamic education. In this context, PAI teachers play a strategic role in cultivating and strengthening students' understanding of *aqidah*, particularly the pillars of faith as the

foundation of Muslim belief. Their responsibilities extend beyond delivering instructional content to include educating, mentoring, motivating, and serving as role models who can foster students' religious attitudes through meaningful learning processes.

One approach that can be employed to strengthen students' *aqidah* is the humanistic approach, which positions students as the primary subjects of learning while taking into account their needs, potential, emotions, and experiences (Raihan, 2022). Through this approach, students are expected not only to acquire cognitive knowledge of the pillars of faith but also to internalize and apply their values in everyday life. In practice, however, strengthening students' understanding and attitudes toward the pillars of faith remains challenging. These challenges include differences in students' characteristics, varying levels of learning motivation, the influence of the social environment, and limitations in the instructional methods used by teachers to deliver *aqidah* content.

Preliminary observations conducted at MTs YASPI Labuhan Deli indicate that students' understanding of the pillars of faith varies considerably. While some students are able to explain the six pillars of faith adequately, others experience difficulties in connecting religious concepts with attitudes and behaviors in their everyday lives. The learning process also reveals differences in students' participation and motivation, with some students being less active in discussions and less confident in expressing their opinions. These conditions present a challenge for PAI teachers to implement instructional strategies that address not only students' cognitive development but also their affective and behavioral dimensions through a more humanistic and student-centered approach.

Previous studies have predominantly examined the role of PAI teachers in developing students' religious character, fostering moral behavior, or improving learning outcomes in general. However, research specifically investigating the role of PAI teachers in strengthening students' understanding

and attitudes toward the pillars of faith through a humanistic approach at the Madrasah Tsanawiyah (MTs) level remains relatively limited. This study therefore offers a distinctive contribution by focusing on how PAI teachers strengthen students' understanding of and attitudes toward the pillars of faith through the implementation of a humanistic approach at MTs YASPI Labuhan Deli. Unlike studies that primarily emphasize cognitive achievement, this research also examines changes in students' religious attitudes and behaviors emerging from humanistic learning processes. Accordingly, the study is expected to contribute both theoretically and practically to the development of more effective, student-centered PAI learning strategies for strengthening students' faith and fostering its meaningful application in everyday life.

B. Method

This study employed a qualitative research approach (Sugiyono, 2005). Data were collected through interviews, observations, and document analysis to obtain a comprehensive understanding of the strategies employed by PAI teachers to strengthen students' beliefs in the pillars of faith (*rukun iman*), as well as the ways in which a humanistic approach influences students' understanding and religious experiences.

The study was conducted at MTs YASPI Labuhan Deli, located in Pekan Labuhan Urban Village, Medan Labuhan District, Medan City, North Sumatra, Indonesia, on Jl. KL. Yos Sudarso, Pekan Labuhan. The school was selected because it is an Islamic educational institution that actively implements Islamic Religious Education (PAI), with particular emphasis on strengthening students' *aqidah*. In addition, MTs YASPI Labuhan Deli has a strong religious culture and seeks to integrate humanistic learning approaches into its teaching and learning processes. Therefore, the school was considered highly relevant and representative of the focus of this study.

The data sources consisted of primary and secondary data. Primary data were obtained from PAI teachers, the head of the madrasah, and eighth-grade

students at MTs YASPI Labuhan Deli. Secondary data included the school profile, vision and mission statements, organizational structure, teacher and student records, PAI syllabi and teaching modules, lesson plans (RPP), school religious activity programs, and documentation of learning activities.

Data were collected through direct field observations, semi-structured interviews, and documentation. Observations were conducted to examine the learning process and teachers' practices in strengthening students' *aqidah*. Semi-structured interviews were conducted with relevant participants to explore their experiences, perceptions, and practices concerning the development of students' understanding and attitudes toward the pillars of faith. Documentation was used to obtain supporting evidence in the form of relevant school records and archives related to the strengthening of students' *aqidah* (Sugiyono, 2019).

The data obtained from observations, interviews, and documentation were analyzed using the Miles and Huberman model, which comprises three main stages: data reduction, data display, and conclusion drawing and verification. Data validity was established through triangulation, member checking, and prolonged observation. Prolonged observation involved the researcher returning to the field to assess the consistency and stability of the data and to strengthen confidence in the initial observations.

C. Results and Discussion

The Role of PAI Teachers in Strengthening Faith in the Pillars of Islamic Faith at MTs YASPI Labuhan Deli

Lesson Planning through a Humanistic Approach

Lesson planning is a crucial initial stage that largely determines the effectiveness of the learning process. The findings at MTs YASPI Labuhan Deli indicate that Islamic Religious Education (PAI) teachers systematically prepare lessons through lesson plans (RPP) that integrate a humanistic approach into instruction on the pillars of Islamic faith.

Teachers also design student-centered learning strategies that provide students with opportunities to participate actively, ask questions, and express their opinions (Firdaus, 2021). Various instructional methods, including discussions, question-and-answer sessions, and reflection activities, are prepared to foster active student engagement.

In an interview, a PAI teacher explained: "I design lessons not only to ensure that students understand the material, but also so that they can experience and practice the values embodied in the pillars of faith in their daily lives."

The principal of MTs YASPI Labuhan Deli similarly stated: "In PAI learning, teachers are not only expected to deliver theoretical content but also to guide students in understanding, internalizing, and practicing the values of the pillars of faith in everyday life. Therefore, lesson planning must be able to connect learning materials with students' attitudes and behavior."

To support the learning process, teachers also prepare instructional media, including educational videos, illustrative images, and Islamic stories relevant to the subject matter. These media help students understand the material in a more concrete and engaging manner. Thus, the lesson planning undertaken by teachers reflects the principles of a humanistic approach by addressing students' needs holistically, encompassing their intellectual, emotional, and spiritual dimensions.

Implementation of Learning through a Humanistic Approach

At the beginning of the lesson, teachers generally provide stimuli in the form of guiding questions or problems related to students' everyday experiences (Ramayulis, 2015). The purpose is to establish meaningful connections between the subject matter concerning the pillars of faith and students' real-life experiences.

Teachers then provide opportunities for students to express their views, ask questions, and engage in discussion. Rather than dominating the learning process, teachers act as facilitators who guide and support students' learning.

Based on interviews with PAI teachers, the learning process is designed to create a comfortable classroom atmosphere while encouraging students to participate actively. Teachers do not immediately criticize students when they provide inaccurate answers; instead, they guide them toward the correct answers through reasoning and discussion.

This approach creates a more comfortable and less stressful learning environment. Students feel respected and consequently become more confident in participating actively. This is reflected in increased student engagement in asking and answering questions and expressing opinions. Interactions among students also develop positively, as they learn to respect one another's views and cooperate during group discussions.

Teachers also provide additional attention to less-active students by approaching them personally and offering encouragement. Throughout the learning process, teachers directly reinforce Islamic faith values through behavioral modeling and habituation. For example, teachers demonstrate honesty, patience, and respect for others in classroom interactions. Thus, the implementation of a humanistic learning approach not only enhances students' understanding but also contributes to the development of attitudes and character consistent with Islamic values.

Learning Evaluation

At the cognitive level, teachers assess students through written and oral tests to measure their understanding of the pillars of faith. The assessment items are not limited to memorization but also require students to understand and apply concepts in everyday situations. At the affective level, teachers observe students' attitudes during the learning process, including honesty, responsibility, courtesy, and the ability to respect others' opinions.

At the psychomotor level, assessment focuses on students' ability to express ideas, participate in discussions, and present their thoughts (Daradjat, 2017). Teachers also employ learning reflection, providing students with opportunities to describe their learning experiences, identify what they have

understood, and articulate difficulties they have encountered. Such reflection helps students develop self-awareness and greater awareness of their own learning. Teachers provide constructive feedback to help students address weaknesses and improve their abilities.

Based on interviews, PAI teachers explained that learning evaluation is not conducted solely through written tests but also through observations of students' attitudes and participation throughout the learning process.

Accordingly, evaluation is not intended to judge students but rather to nurture and develop their potential holistically in accordance with the principles of the humanistic approach.

Implementation of the Humanistic Approach in Strengthening Faith in the Pillars of Islamic Faith

The Impact of PAI Teachers' Role through a Humanistic Approach

Improvement in Cognitive Understanding

The findings indicate an improvement in students' understanding of the pillars of Islamic faith. Students were not only able to memorize the concepts but also understand their meanings and relate them to everyday life (Muhaimin, 2015).

This finding is consistent with Carl Rogers' theory, which emphasizes that meaningful learning occurs when instructional content is connected to learners' lived experiences (Mulyasa, 2017). PAI teachers connect the material on the pillars of faith with students' everyday realities, making learning more contextual and accessible.

The improvement in students' understanding also indicates the fulfillment of cognitive needs, as described by Abraham Maslow (Uno, 2019). According to Maslow, individuals have a need to know, understand, and derive meaning from their life experiences (Abraham H. Maslow, 1970). Through discussion, question-and-answer activities, and reflection, students are given opportunities to fulfill these intellectual needs. In Islamic education, understanding faith is a fundamental foundation that students must develop. Faith is not merely

theoretical knowledge but a conviction internalized in the heart and reflected in action. Therefore, the improvement in students' understanding of the pillars of faith demonstrates the teacher's success in fostering students' faith development.

In practice, teachers also provide guidance and direction without immediately blaming students when they make mistakes. Teachers strive to create a comfortable, open, and respectful learning environment that recognizes each student's developmental process (Syaltut, 2016). As a result, students feel valued and are less afraid to express their ideas or answers. This condition encourages greater participation and enables students to develop understanding progressively.

Thus, the application of a humanistic approach in PAI learning not only contributes to students' cognitive understanding of the pillars of faith but also supports the development of their attitudes and awareness in practicing faith-based values.

Changes in Religious Attitudes

The findings show that the humanistic approach contributes to changes in students' religious attitudes. Students became more courteous, respectful toward their peers, responsible, and more likely to demonstrate behaviors reflecting Islamic values.

This finding is consistent with Carl Rogers' theory, which emphasizes holistic personal development toward becoming a fully functioning person (Hidayatullah et al., 2025). According to Rogers, education should not merely enhance intellectual abilities but also facilitate individuals' emotional, social, and moral development.

From Maslow's perspective, changes in students' religious attitudes indicate their movement toward higher-level needs (Isnaini et al., 2024), particularly esteem and self-actualization (Fathoni, 2024). When students feel accepted and respected within the school environment, they are more likely to develop positive behaviors consistent with religious values. In Islamic

education, the development of religious attitudes constitutes a central educational objective. This is consistent with the concept of ta'dib, which emphasizes the formation of proper conduct (adab) and noble character (akhlak). Therefore, changes in students' behavior toward greater conformity with Islamic values demonstrate that the humanistic approach can effectively support the objectives of Islamic education.

Students' religious attitudes were also reflected in increased habits of honesty, discipline, and responsibility (Sholekah et al., 2025). Students began to understand that faith in Allah is manifested not merely through mastery of subject matter or memorization of the pillars of faith but also through good conduct in everyday life. The belief that all human actions are known and observed by Allah encourages students to be more mindful of their attitudes and actions. Thus, learning about faith extends beyond theoretical understanding and develops into an awareness that influences students' behavior.

These changes in attitude occurred because the humanistic approach provides students with opportunities to reflect on the values they have learned. Teachers do not merely deliver content unidirectionally but also encourage students to understand the meaning of each religious value and relate it to their own experiences. Through this process, students are guided to recognize the close relationship between faith-based values and their everyday behavior.

Moreover, a humanistic learning environment supports the development of students' religious attitudes. Teachers model respect by listening to students' opinions, providing opportunities to ask questions, and guiding students in a non-judgmental manner. Such teacher behavior provides a concrete example for students to emulate in their interactions with others. Positive teacher-student relationships therefore facilitate the internalization and understanding of religious values.

Thus, the application of a humanistic approach in PAI learning makes an important contribution to the formation and transformation of students'

religious attitudes. The approach enables students to integrate religious knowledge, personal experience, emotions, and behavior into their everyday lives.

Development of Social Skills

In addition to influencing students' cognitive and affective development, the application of a humanistic approach in PAI learning contributes to the development of social skills. The approach provides students with opportunities to participate actively through discussions, question-and-answer sessions, group work, and other learning activities requiring interaction with teachers and peers (F. et al., 2025). Through these activities, students not only acquire knowledge but also learn to communicate, cooperate, respect others, and interact positively within their social environment.

The development of students' social skills can be observed in their increased confidence in expressing opinions. Students who were previously passive or reluctant to speak began to articulate their thoughts, answer questions, and express their views during learning activities. This change occurred because the humanistic approach creates a more open and non-judgmental learning environment. Teachers provide students with opportunities to speak and value the opinions they express. When students make mistakes, teachers do not immediately respond negatively but instead provide guidance and opportunities to improve their understanding. This environment makes students feel safer and more comfortable communicating.

In addition to increasing confidence, the humanistic approach helps students develop effective communication skills. During discussions, students learn to express their opinions clearly, listen to their peers, and respond using respectful language. They also learn that effective communication involves not only speaking but also listening to and understanding others.

Thus, learning activities serve as a means of developing interpersonal communication skills that students can apply in their daily lives. Students' teamwork skills also develop through group-based learning. In group activities,

students learn to divide tasks, assist one another, take responsibility for assigned tasks, and work toward shared goals.

The humanistic approach also helps students develop collaborative problem-solving skills. When facing problems within a group, students are encouraged to discuss the issue, identify the problem, present alternative views, and seek mutually acceptable solutions. This process teaches students not to blame others readily or make unilateral decisions. Instead, they learn to resolve problems through communication, deliberation, and cooperation.

Thus, the application of a humanistic approach in PAI learning contributes not only to students' understanding of the subject matter and development of religious attitudes but also to their social skills. Students become more confident communicators, more capable of working collaboratively, more respectful of differing opinions, and better able to resolve problems collectively.

Supporting and Inhibiting Factors in Strengthening Faith in the Pillars of Islamic Faith through a Humanistic Approach

Supporting Factors

Supporting factors in implementing the humanistic approach include teachers' commitment to developing student-centered learning (Rofiqoh et al., 2025) and students' enthusiasm for participating in learning activities. Positive teacher-student relationships are also important in creating a comfortable learning environment. Externally, school support through institutional policies and the provision of facilities, although still limited, also contributes to successful implementation.

Based on interviews, the PAI teacher identified students' enthusiasm as one of the factors supporting the implementation of the humanistic approach. "Most students are quite enthusiastic about participating in the learning process, especially when they are given opportunities to discuss and express their opinions." This statement was reinforced by an interview with the principal, who stated: "Students' enthusiasm for PAI learning is quite good. They become more active when teachers give them opportunities to discuss, ask

questions, and express their opinions. In my view, this student engagement is one of the factors supporting the implementation of the humanistic approach because students are not merely recipients of information but are directly involved in the learning process.”

Inhibiting Factors

The inhibiting factors include limited instructional time, which requires teachers to manage their strategies carefully to ensure that all learning objectives are achieved. In addition, some students remain passive and lack confidence in participating actively.

From an external perspective, limited facilities and insufficient teacher training related to the humanistic approach also present challenges in implementation.

The PAI teacher further explained several challenges encountered in applying the humanistic approach: “The challenges I frequently face are limited instructional time and the fact that some students still lack confidence in expressing their opinions in front of the class.” This statement was reinforced by the principal, who explained: “There are indeed several challenges in implementing the humanistic approach, including limited instructional time and some students’ lack of confidence in communicating or expressing their opinions in front of the class. However, these challenges can gradually be addressed through teacher guidance and appropriate approaches. Students are given opportunities to participate progressively according to their individual abilities and levels of confidence.”

D. Conclusion

Islamic Religious Education (PAI) plays a strategic role in fostering students’ faith, piety, and moral character, particularly by strengthening their understanding and practice of the pillars of Islamic faith. This study examined the role of PAI teachers in strengthening students’ faith in the pillars of Islamic faith through a humanistic approach at MTs YASPI Labuhan Deli. A qualitative

research design was employed, with data collected through observation, semi-structured interviews, and documentation. Data were analyzed through data reduction, data display, conclusion drawing, and verification. The findings indicate that PAI teachers implemented the humanistic approach through student-centered learning, discussions, question-and-answer activities, reflection, individualized guidance, and role modeling. This approach enhanced students' cognitive understanding, fostered religious attitudes, and developed social skills, including self-confidence, communication, cooperation, and respect for others' opinions. The successful implementation of the approach was supported by teachers' commitment, students' enthusiasm, and school support. However, several challenges remained, including limited instructional time and facilities, as well as limited confidence among some students. Overall, the findings demonstrate that a humanistic approach can strengthen the integration of religious knowledge, personal development, and everyday practice in PAI learning.

E. Bibliography

- Abraham H. Maslow. (1970). *Motivation And Personality*. Harper & Row.
- Daradjat, Z. (2017). *Ilmu Pendidikan Islam*. Bumi Aksara.
- F., S. C., Julia, A., Afriyanto, D., Umami, B. T., Oktoriko, R., & Amanda, O. (2025). Peran Pemahaman Rukun Iman Dalam Pembinaan Akhlak Siswa. *Ta'dib: Jurnal Pendidikan Islam Dan Isu-Isu Sosial*, 23(3).
- Fathoni, A. R. (2024). Peran Guru PAI Dalam Membentuk Karakter Religius Peserta Didik Di Era Digital. *Jurnal PAI: Jurnal Kajian Pendidikan Agama Islam*, 3(2).
- Firdaus, M. (2021). *Lingkungan Madrasah Dan Internalisasi Nilai-Nilai Keagamaan Siswa Di Sumatera Utara*. Perdana Publishing.
- Hamalik, O. (2019). *Proses Belajar Mengajar*. Bumi Aksara.
- Hidayat. (2018). *Peran Guru Pendidikan Agama Islam Dalam Pembentukan Karakter Peserta Didik*. Rajawali Press.
- Hidayatullah, M., Mahdali, F., & King, N. D. (2025). The Role Of Islamic

Religious Education Teachers In Shaping Students' Muslim Personalities.
Jurnal Studi Pesantren.

Ilyas, Y. (2017). *Kuliah Aqidah Islam*. LPPI UMY.

Isnaini, C., Ayu, F., Malik, A., Maulana, M. S., Andika, S., & Mustafiyanti.
(2024). Pendekatan Humanistik Dalam Pengembangan Kurikulum Pendidikan Agama Islam. *Perspektif: Jurnal Pendidikan Dan Ilmu Bahasa*, 2(2).

Majid, A., & Andayani, D. (2018). *Pendidikan Agama Islam Berbasis Kompetensi*. Remaja Rosdakarya.

Muhaimin. (2015). *Paradigma Pendidikan Islam*. Remaja Rosdakarya.

Mulyasa, E. (2017). *Menjadi Guru Profesional*. Remaja Rosdakarya.

Raihan, A. (2022). *Pendekatan Humanistik Dalam Pembelajaran Pendidikan Agama Islam*. Deepublish.

Ramayulis. (2015). *Ilmu Pendidikan Islam*. Kalam Mulia.

Ramli. (2020). *Strategi Pembelajaran Pendidikan Agama Islam Dalam Membentuk Karakter Religius Siswa*. Remaja Rosdakarya.

Rofiqoh, U. H., Ulum, M. K., & Eriyanto, M. G. (2025). Peran Guru Pendidikan Agama Islam Dalam Membentuk Kepribadian Spiritual Siswa Di Sekolah. *Al-Misbah: Jurnal Pendidikan Islam Dan Keguruan*.

Sholekah, U. R., Fatimah, M., & Subando, J. (2025). Peran Guru PAI Dalam Pembentukan Karakter Religius Siswa. *Tsaqofah*, 6(1).

Sugiyono. (2005). *Memahami Penelitian Kualitatif*. Alfabeta.

Sugiyono. (2019). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D*. Alfabeta.

Syaltut, M. (2016). *Aqidah Dan Syariah Islam*. Bumi Aksara.

Uno, H. B. (2019). *Teori Motivasi Dan Pengukurannya*. Bumi Aksara.