



The Effect of Organizational Culture on Teacher Performance at Mts Al-Manshuriyah, Sukabumi City

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ABSTRACT

This study aims to explore the effect of organizational culture on students' learning motivation at MTs Al-Mansuriyah. The method used in this research is qualitative research with the type of field research. The research respondents consisted of 6 teachers and 20 students who were at MTs Al-Mansuriyah. This research was conducted using in-depth interviews and participatory observation as data collection instruments. Through in-depth interviews, teachers and students were interviewed to gain an in-depth understanding of the school's organizational culture and its influence on student learning motivation. Participatory observation is carried out to gain direct understanding of learning activities and interactions between teachers and students. The results of this study will be analyzed qualitatively using a thematic approach. The findings from this study are expected to provide a better understanding of how the organizational culture at MTs Al-Mansuriyah influences student motivation. The implications of this research are expected to be used as a basis for increasing a positive organizational culture at MTs Al-Mansuriyah so that it can further motivate students to learn. By gathering information from the perspectives of teachers and students, this research is expected to provide a more comprehensive understanding of the influence of organizational culture on student learning motivation at MTs Al-Mansuriyah. This research can also contribute to the development of educational strategies and policies aimed at increasing students' motivation to learn in these schools. The results showed that organizational culture was in the good category, in terms of the five indicators, namely innovation, stability, people orientation, result orientation, being calm, student learning motivation was in the good category, in terms of the five indicators, namely the desire to succeed, the drive to needs in learning, hopes and aspirations for the future, interesting activities in learning and a conducive learning environment.

Keywords: Culture, Motivation, Organizational

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INTRODUCTION

Organizations are said to be a place where people bring values and beliefs but very often, these values and beliefs are not enough to help the individuals concerned to succeed in the organization (Asman dkk., 2023). To build and find an organizational identity, basic

values are needed that act as a basis for member behavior to strengthen the organization. Organizational culture in school organizations, there are basic values that are embraced by the school community as a basis for thinking, behaving in the school environment (B. Beribe, 2023). A conducive school climate and culture is characterized by the creation of a safe, comfortable and orderly learning environment, so that learning can take place effectively (Makniyah & Khotimah, 2023). This can happen through the creation of positive norms and habits, harmonious relationships and cooperation based on mutual respect. In addition, a conducive school climate and culture encourages every school community to act and do their best, especially in increasing student learning motivation.

The creation of a conducive organizational culture, especially in increasing student learning motivation during the teaching and learning process when students show a strong need to learn to achieve the results they dream of, the existence of future hopes and ideals, the existence of interesting activities in learning, a conducive learning environment in order to create an effective learning atmosphere (Lumban Gaol dkk., 2023). In the school environment, learning achievement is often the benchmark for a student's success.

High achievement will give satisfaction to students and be a source of pride for parents and institutions, as evidence of the success of the institution in organizing the educational process (Mustajab dkk., 2023). the implementation of education should be how to create a quality learning environment and support every aspect of student competence to lead to achievement and success. School organizational culture includes values, norms, beliefs, and practices that exist within the school environment that influence individual attitudes, behavior, and motivation (Ulum dkk., 2023). MTS Almanshuriyah Kota Sukabumi is a madrasah tsanawiyah in Sukabumi City, which has a unique organizational culture and can influence student learning motivation (Nurzen dkk., 2022). The organizational culture of MTS Almanshuriyah may have values that encourage and support students' learning motivation. For example, if the school applies values such as honesty, hard work, discipline and fairness, then students are likely to feel motivated to learn and achieve well (Roshayanti dkk., 2023). An organizational culture that creates a positive learning environment can increase students' motivation to learn. If the school implements a friendly, supportive atmosphere and encourages collaboration between students and teachers, students will feel more motivated to learn and actively participate in the learning process.

If the organizational culture does not adequately reward students' learning achievements, they may lose motivation to achieve high results. When students do not feel appreciated or recognized for their efforts and achievements, they may lose interest in learning (Fuadi & Mirsal, 2023). Leithwood and Jantzi revealed that teachers' organizational culture has a significant influence on student achievement. They emphasize the importance of a school culture that supports and encourages collaboration, reflection and collective commitment in improving student learning outcomes (Suryaningsih, 2021). According to Hallinger and Heck, teacher organizational culture includes normative and behavioral patterns that are reflected in teachers' attitudes and actions towards learning. A strong school culture that supports learning and prioritizes improving teacher

competencies has a positive correlation with student learning achievement (Mutalib & Dylan, 2021). MTs Al-manshuriyah Kota Sukabumi is a madrasah tsanawiyah in Sukabumi City, which has a unique organizational culture and can affect student learning motivation, therefore the author is inspired to explore the influence of organizational culture on student learning motivation at MTs Al-mansuriyah Kota Sukabumi.

LITERATURE REVIEW

Organizational Culture

According to (Schein, 1990) organizational culture is the basic pattern of assumptions, values, norms, and artifacts that are shared by members of the organization and influence their behavior (Mudinillah & Rizaldi, 2021). On the other hand (Deal, T. E., & Kennedy, 1982) defines organizational culture as patterns of behavior, values, rituals, and symbols that reflect how things are done in organizations. Furthermore, according to (Handy, 1993) organizational culture is a combination of values, beliefs, beliefs, traditions, and norms held together by members of the organization. From the definition according to the experts above, the author can draw a conclusion that the conceptual definition of organizational culture is Organizational culture is a collection of basic assumptions, values, and shared beliefs held by organizational members and affects the way the organization operates (Rahmah & Martin, 2022). From this conceptual definition, the author develops it into an operational definition which in this case is used as an independent variable, namely organizational culture is a collection of basic assumptions, values, and shared beliefs held by members of the organization in this case the MTs Al-mansuriyah Institution and influences the way the institution operates (Afifah dkk., 2023). The indicators of organizational culture according to (Handy, 1993), namely; (1) Power culture, (2) Role culture, (3) Task culture and (4) Person culture, these indicators are still at a conceptual level. The operational indicators are:

- 1) *Power culture*: The dominance of power both individually and in groups at MTs Al-Mansuriyah.
- 2) *Role culture*: Clear hierarchical structure and defined roles at MTs Al-Mansuriyah.
- 3) *Task culture*: Structured management of task division and work at MTs Al-Mansuriyah.
- 4) *Person culture (individual culture)*: Providing freedom for each individual in developing their potential at MTs Al-Mansuriyah.

Learning Motivation

According to (Covington, 2000) Learning motivation is an internal or external drive that encourages individuals to take the actions necessary to achieve learning goals, including the desire to understand, achieve, and be rewarded. According to (Reeve, 2018) Learning motivation is an individual's tendency to seek out and participate in learning activities (Amirudin dkk., 2022). It involves intrinsic interest in the subject matter, achievement orientation, and perceived personal control in achieving learning goals (Yennizar dkk., 2022). Meanwhile explains that learning motivation is the level of individual willingness to try to achieve certain learning outcomes, which are influenced by

the goals set and expectations of positive rewards or consequences associated with these achievements (Muhammadong dkk., 2023). From the various opinions above, the author can conclude that learning motivation is a combination of internal and external factors that influence an individual's desire to learn and the efforts they make in processing new information effectively (Nadya dkk., 2022). An operational definition can be drawn which in this case the author makes the dependent variable that learning motivation is a combination of internal and external factors that influence the desire of students at MTs Al-Manshuriyah to learn and the efforts they make in processing new information effectively. The indicators are;

- 1) Interest or attraction: This indicator refers to the extent to which students have an interest in the subject matter or topic being studied. When students have high interest, they tend to be more motivated to learn and invest time and effort in deep understanding.
- 2) Clear learning goals: Students who have clear and specific learning goals tend to be more motivated to achieve those goals. Clear goals provide direction and focus in learning, and provide a sense of accomplishment and satisfaction when they are achieved.
- 3) Self-confidence: This indicator covers students' belief in their ability to overcome learning challenges. Students who have high self-confidence tend to be more motivated to learn, because they believe that they can succeed and overcome obstacles that may occur in the learning process.
- 4) Supportive environment: A supportive learning environment, including support from teachers, peers and family, can be an indicator of student motivation. When students feel supported and valued in the learning environment, they tend to be more motivated to actively participate and strive to achieve good learning outcomes.

RESEARCH METHODS

This research uses descriptive qualitative research methods, namely the approach used to understand phenomena in depth and thoroughly through data collection. the aim is to describe, explain, and analyze an observed phenomenon to accurately describe the situation or event being studied in order to provide in-depth insight into the context and characteristics of a phenomenon (Rahmah dkk., 2022). in the form of descriptions, symptoms and phenomena that occur. namely about the descriptions, symptoms and phenomena that occur at Mts Almanshuriyah, Sukabumi city in order to find the right and effective methods in carrying out KBM.

RESULTS AND DISCUSSION

Organizational Culture

Organizational culture refers to a way of life that can be seen through the habits of individual habits in the organization where everything is based on values or norms that have become the basis for a stand in the organization (Rohmalimna dkk., 2022). To find out the description of organizational culture at Mts Almanshuriyah, Sukabumi city in the

learning process so that teachers have high creativity so that it has an impact on student activeness (Dianovi dkk., 2022). Teachers often hold quizzes in class, considering that quizzes can see the extent to which students receive and understand the material being taught (Najeed dkk., 2022). Teachers must have new ideas or innovations in managing the classroom always set a good example to students regarding how to behave always obey the applicable school regulations. that teachers always say honestly and reprimand if students make mistakes so that students are aware of the mistakes they make and do not repeat the same thing again. so far the school has always provided support both materially and non-materially to students. during the learning process such as during group discussions the teacher always supports students to be directly involved and active in their respective discussion groups (Bojanic & Warnick, 2020). Teachers always give awards to students who get the highest scores in class. so far the school has always given awards to students who excel and who get class champions. in the personal relationship between teachers and students still prioritizes the goals to be achieved according to the school's vision. the most respondents agreed that in the learning process always prioritizes maximum results both in the form of grades and understanding of the material that has been delivered by the teacher (Denison, D. R., In the delivery of learning materials, it can be seen that the teacher is very good at mastering the material to be taught. relaxed classroom conditions are always prioritized by the teacher when explaining the material so that students do not feel bored and stiff so that students can understand and understand the material being taught. so far, homeroom teachers always find out what their students need in class to support effective learning. during group discussions, the teacher always asks what are the obstacles and always gives suggestions on how to solve these problems. during group discussions, all group members actively participate in the group rather than working individually.

Achieving learning objectives is the most prioritized thing in the existing learning process. This achievement cannot be separated from the role of the organizational culture that exists in the school. (Amanurhidayani et al., 2019) Based on the results of data processing, it shows that the organizational culture at MTs Al-Manshuriyah is classified as "Good". So it is related to the research results obtained that organizational culture is in the good category (Safitri dkk., 2022). Things that need to be improved again such as new ideas born from teachers regarding classroom management, showing more attention to students and attention to other things in more detail so that learning can take place effectively. For more details, we will discuss the measurement of the achievement of organizational culture indicators at MTs Al-Mansuriyah, as follows:

- 1) A power culture is an indicator of an organizational culture characterized by the dominance of one individual or small group that has complete control over decisions and resources in the organization. In a power culture, important decisions are made by the individual or group with the power, and those decisions rarely involve broad participation or involvement from members of the organization. This can result in a strong centralization of power and control in that individual or group. For the power culture at MTs Al-Mansuriyah, as is commonplace and the

image of a "private school", especially a family foundation, this culture of power is seen in the stakeholders of the foundation, in this case this family foundation at MTs Al-Mansuriyah. However, interactions and relationships between family members and non-family members appear to be well established and harmonious where there is no differentiation in treatment to anyone, all of whom are considered the same and dissolve into family relationships.

- 2) Role culture is an indicator of organizational culture based on a clear hierarchical structure and well-defined roles. In role culture, each individual has clearly defined roles and responsibilities in accordance with the organizational structure. A clear division of duties and a strong hierarchy create an organized and disciplined framework within the organization. The roles are often tied to established rules, procedures and policies. In relation to a well-defined role, it is clearly able to be defined by the results of an annual meeting that results in a regulation, norm, strategy that needs to be projected in order to run the wheels of a good organization specifically at MTs Al-Mansuriyah, everything is arranged systematically and of course agreed upon together.
- 3) Task culture is an indicator of an organizational culture that focuses on specific tasks and projects undertaken by flexible teams. In task culture, emphasis is placed on achieving specific goals and results. The teams formed have the freedom and flexibility to plan and execute their tasks according to the needs and challenges faced. Task culture encourages team collaboration, innovation and effective problem solving. In working as a team, teachers at MTs Al-Mansuriyah have often been involved in teamwork projects, for example the accreditation team, the ANBK team and working as a team has often been felt by almost all stakeholders. Therefore, there is good chemistry with each other.
- 4) Person culture is an indicator of an organizational culture that gives individuals the freedom to pursue their personal interests and goals. In individual culture, individuals are given autonomy and high personal responsibility. The organization provides support and an environment that allows individuals to develop their own potential and pursue personal interests and goals without much restriction or intervention from the organization. Individual diversity and creativity are noticed and valued in this culture. At MTs Al-Mansuriyah, teachers are never restrained in developing their potential, in fact, they help each other and provide the best support if there are teachers who are creative and innovative, all facilities and facilities can be provided as a form of moral and material support, for example teachers who are continuing their education to a higher level.

Student Learning Motivation

A good teacher organizational culture has a significant influence on student learning motivation. When a school or educational institution has a positive culture, where teachers act as inspiring and dedicated educational leaders, it can have a positive impact on students' learning motivation (Covington, 2000). Here are some ways in which a good teacher organizational culture can influence student learning motivation:

- 1) Inspiration and role modeling: Teachers who have a good organizational culture are an inspiration to students. When students see their teachers have high passion, dedication, and love for learning, it can motivate them to do their best. Teachers who behave as role models model how to love learning, overcome difficulties, and achieve goals (Wigfield, A., & Eccles, 2002).
- 2) Positive learning environment: A good teacher organization culture creates a positive learning environment in the classroom and throughout the school. Teachers create a welcoming, friendly and supportive atmosphere for students. They value individual differences, encourage active participation and provide constructive feedback. This positive learning environment can promote students' sense of security, engagement and desire to learn with enthusiasm (Pintrich, 2003).
- 3) Personalized support and care: Teachers with a good organizational culture care about students' personal and academic development. They provide support, guidance and personal attention to students. When students feel heard, understood and supported by their teachers, it can increase their motivation to learn and achieve their goals (Ryan, R. M., & Deci, 2000).
- 4) Recognition and appreciation: A good teacher organization culture also involves recognition and appreciation of students' achievements. Teachers give genuine praise and appreciation for students' efforts and achievements. This recognition provides positive encouragement and strengthens students' motivation to continue learning with great determination (Vallerand et al., 1992).

Thus, it can be concluded that a good teacher organizational culture has a great influence on students' learning motivation. When teachers create a positive learning environment, serve as inspirational role models, provide personalized support and attention, and provide recognition and appreciation, they can increase students' learning motivation and create an empowering educational environment to achieve academic success.

Motivation is a state that drives individuals both the influence of external factors and internal factors, showing that students have a strong desire to succeed in getting a rank in class (Hermawan, 2015). The observation results are among the results:

- 1) Students are always responsible for doing every assignment given by the teacher and are on time in submitting their assignments.
 - 2) Students are always diligent in learning independently even though the teacher is absent to deliver material in the classroom.
 - 3) Students prefer to spend time studying in the library when there is a sudden teacher council meeting. have high enthusiasm in completing the assignments given by the teacher.
 - 4) Students are unable to attend school, the student tries to find out what material the teacher has taught in class by asking other students who are present at that time. Trying to understand the material that is obtained.
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- 5) Students have encouragement from themselves related to subjects at school. because they have targets to achieve and this really motivates them to be more active in learning as well as support to encourage or motivate students in learning.

The learning process will be successful if students have motivation to learn. To obtain optimal learning outcomes, teachers are also required to be creative in generating student learning motivation (Hermawan, 2015). Based on the results of data processing, it shows that student learning motivation at Mts Almanshuriyah is classified as "good" with supporting elements including the desire to succeed, encouragement and needs in learning, future hopes and aspirations, as well as interesting activities in learning and a conducive learning environment. So in relation to the research results obtained that student learning motivation is in the very good category. And there are still things that need to be improved so that teachers organize interesting activities during the learning process so that students do not feel bored and create a more conducive learning environment in increasing student learning motivation.

The Effect of Organizational Culture on Learning Motivation

The results of the study state that there is an influence of organizational culture and student learning motivation so that it can be concluded that the influence of organizational culture on student learning motivation is in the good category there is a positive correlational relationship between organizational culture and learning motivation About the influence and goals of schools that show students are more motivated in their learning through a strong organizational culture in schools. Effectiveness in the learning process is inseparable from organizational culture. becomes a benchmark for increasing student learning motivation because a conducive learning environment or habits that often occur around students greatly affect the development of student learning. Teachers are required to have the ability to guide, direct and educate so that students can have high learning motivation is required to have the ability to guide, direct and educate so that students can have high learning motivation in achieving optimal results.

The influence of a good organizational culture at MTs Al-Mansuriyah can have a significant impact on increasing student learning motivation. First of all, a good organizational culture creates a positive learning environment and motivates students to actively participate in the learning process. With a friendly, supportive and inclusive atmosphere, students feel accepted and valued so they are more motivated to learn with passion and enthusiasm. Second, a good organizational culture involves teachers as inspirational role models for students. Teachers who show dedication, passion and commitment to learning become positive role models for students. Students can see that learning is not just an obligation, but also a fun and important process for their development. Seeing positive examples from their teachers, students will be more motivated to pursue excellence and achieve better.

Furthermore, a good organizational culture at MTs Al-Mansuriyah also includes personal support and attention to students. Teachers give adequate time and attention to

listen and understand students' needs and potential. With this support, students feel supported in their learning journey, so their motivation to achieve academic goals and overcome obstacles increases significantly. Finally, a good organizational culture at MTs Al-Mansuriyah also emphasizes recognition and appreciation of student achievement. Teachers actively praise, reward and give positive feedback to students for their efforts and achievements. This recognition provides students with additional encouragement and motivation to continue to excel and become better at learning. Overall, the influence of a good organizational culture at MTs Al-Mansuriyah is very important in improving students' learning motivation. A positive learning environment, inspirational teacher role models, personal support and recognition of student achievement are important factors in creating high motivation and sustained enthusiasm for learning. By continuing to develop a good organizational culture, schools can create an educational environment that motivates students to reach their full potential.

CONCLUSIONS

This study shows a significant effect of organizational culture on student learning motivation at MTs Al-Mansuriyah. The results show that a good organizational culture in this school has a positive impact on students' learning motivation. Based on in-depth interviews with teachers and students, as well as participatory observations conducted, it appears that the positive and inclusive learning environment generated by a good organizational culture greatly influences students' learning motivation. Teachers who serve as inspirational role models, provide personal support and recognize student achievements play an important role in increasing student motivation. In addition, it appears that an organizational culture that pays attention to students' needs, encourages active participation, and creates a pleasant atmosphere for learning also contributes to increasing students' learning motivation. Students feel supported, valued and accepted in this environment, which makes them more motivated to achieve academic goals and overcome learning barriers. The results of this study conclude that a good organizational culture at MTs Al-Mansuriyah has a significant influence on student learning motivation. The implication of this study is the importance of developing and strengthening a positive organizational culture in schools to increase students' learning motivation. By creating a positive learning environment, encouraging inspirational role models, providing personal support, and recognizing students' achievements, schools can create higher learning motivation and help students achieve their optimal potential.

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