



Contribution of Teacher Personality Competence in Improving Student Motivation at MTs Al-Ma'arij

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ABSTRACT

This study aims to explore and understand the relationship between teacher personality competencies and student motivation in high school environments. In this study, a qualitative approach was used with the case study method to explore a deep understanding of teacher and student experiences related to teacher personality competencies and student learning motivation. The research participants consisted of six teachers and twenty students who were purposively selected from Madrasah Tsanawiyah (MTs) Al-Ma'arij in the Sukabumi Regency area. Data collection was carried out through in-depth interviews with teachers and students, class observations, and analysis of related documents. Data were analyzed using thematic analysis and triangulation approaches to identify patterns, themes, and relationships emerging from the qualitative data. The results of the study show that the teacher's personality competence has a significant impact on students' learning motivation. Teachers who have a positive attitude, empathy, and are able to establish good relationships with students can increase their motivation to learn. In addition, effective communication and the teacher's ability to motivate students intrinsically are also important factors that influence student motivation. In this context, the teacher's personality competence has broad implications in increasing student learning motivation. Teachers need to develop a positive attitude, improve interpersonal skills, and integrate learning strategies that encourage student motivation. The results of this study can make a valuable contribution to the development of the teaching profession and the improvement of educational policies related to the development of teacher personality competencies.

Keywords: Competency, Personal, Teacher

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INTRODUCTION

The teaching and learning process is the core of the overall educational process with the teacher as the main role holder (Asman dkk., 2023). The success of learning to students is largely determined by the teacher, because the teacher is a learning leader, facilitator, and at the same time is the center of learning initiatives (B. Beribe, 2023). That is why, teachers must always develop their abilities (Makniyah & Khotimah, 2023).

Teachers need to have professional standards by mastering learning materials and strategies and can encourage students to learn seriously (Lumban Gaol, Hansrainer, dkk., 2023). To be able to obtain good results in a series of educational and learning activities, a teacher is required to have certain qualifications which are also called competencies, namely the ability of a teacher to carry out his obligations properly and professionally (Mustajab dkk., 2023). Professional teachers are teachers who have the ability and expertise especially in the field of teaching so that they are able to carry out their duties and functions as a teacher with maximum ability.

For a teacher, it is an obligation for him to master the material that is his responsibility, and be able to apply learning methods in order to carry out his duties which are the main objectives in a lesson (Ulum dkk., 2023). Mastery of the material is an absolute requirement because the teacher is the main source of learning in the classroom. The process of transferring knowledge will not be able to be carried out if the teacher himself does not master the material he carries (Nurzen dkk., 2022). On the other hand, students will feel bored and will even be lazy to learn if the teacher only continues to provide material and pursue the completion of the explanation of the indicators of many subject matters (Fuadi & Mirsal, 2023). If teachers ignore the psychological aspects of their students, of course students will feel bored in learning. If students are bored, then students will divert their attention to other things such as playing in class, disturbing their friends, sleeping in class and others (Genova dkk., 2020). Therefore, the expertise of a teacher during the learning process is needed. How can a teacher place himself as a learning partner for students in the classroom (Suryaningsih, 2021). Teachers not only teach, but are also able to provide motivation and guidance to their students. This is what is referred to as the teacher's personality, namely the ability of a teacher to present a good personality in front of his students, having commendable traits, such as fairness, sympathy, flexibility, discipline in carrying out tasks, open personality, creativity, tenacity and authority.

Education is one of the important pillars in the development of a country. In the context of education, the role of teachers is vital. Teachers are not only in charge of delivering subject matter to students, but also have the responsibility to inspire and motivate students to learn with enthusiasm (Mutalib & Dylan, 2021). One of the factors that can influence student learning motivation is teacher personality competence. Teacher personality competence includes various aspects such as attitude, character, integrity, empathy, and the courage to innovate.

Teacher personality competence can have a direct impact on student learning motivation (Mudinillah & Rizaldi, 2021). A teacher who has a positive, friendly and open attitude will be able to create a conducive and pleasant classroom climate for students. This positive attitude can arouse students' interest and enthusiasm in learning. In addition, a teacher who has a strong character such as discipline, perseverance and responsibility will set a good example for students (Gusvita & Alon, 2021). By seeing the teacher's example, students will be motivated to develop the same character and attitude. Integrity is also one of the important personality competencies for a teacher. Teachers who are honest,

fair, and consistent in their actions and words will build students' trust in them (Afifah dkk., 2023). This trust will open the door for students to be more active and courageous in participating in the learning process. Students will feel valued and recognized by the teacher, so their learning motivation will increase.

Empathy is another personality competency that affects student learning motivation. Teachers who are able to understand and respond to students' needs, interests and feelings will be able to create harmonious relationships between teachers and students (Rahmah & Martin, 2022). When learn, Empathetic teachers are also able to adapt teaching methods and approaches to suit students' individual needs, thus improving learning effectiveness.

In this study, we aim to explore the relationship between teachers' personality competencies and students' learning motivation (Yennizar dkk., 2022). We will identify the personality competencies that have the most influence on students' learning motivation and explore a deeper understanding of the mechanisms involved in this relationship. The results of this study are expected to provide valuable input for the development of teacher professionalism and efforts to improve the overall quality of education.

LITERATURE REVIEW

Teacher Personality Competence

Teacher personality competence according to the law on teachers and lecturers is a competency related to a teacher's personality that is stable, noble, wise and authoritative and a role model for students and noble character (Amirudin dkk., 2022). According to (Tella, 2007), teacher personality competence refers to the quality of personality that affects interactions and relationships between teachers and students. This personality competence includes attitudes, personality, and moral values possessed by a teacher. According to (Darling-Hammond, 2006), teacher personality competence involves personal and social characteristics that enable a teacher to interact with students effectively. This competency includes the ability to foster positive relationships, empathy for students' needs, and exemplary in attitude and behavior. According to (Yusuf, 2014), teacher personality competence covers various aspects including attitude, personality, character, and integrity (Lumban Gaol, Morales, dkk., 2023). This competency involves the teacher's ability to be a good role model for students, maintain professionalism ethics, have effective communication skills, and be able to build trusting relationships with students and parents.

From the various definitions from the experts above, the author can draw conclusions about the conceptual definition of teacher personality competence is a combination of attitudes, character, leadership, communication, and moral values that enable a teacher to be a good role model, build positive relationships, and create an inclusive, inspiring, and effective learning environment for students (Muhammadong dkk., 2023). So that we can get an operational definition from the conceptual definition that the researcher makes the independent variable, namely teacher personality competence is a combination of attitudes, character, leadership, communication, and moral values that enable a teacher at MTs Al-Ma'arij to be a good role model for MTs Al-Ma'arij students,

build positive relationships, and create an inclusive, inspiring, and effective learning environment for students at MTs Al-Ma'arij. By lowering conceptual indicators according to (Davis, H., & Humphrey, 2012) namely (Nadya dkk., 2022); (1) Empathy towards students, (2) Positive attitude, (3) Effective communication and (4) Professional ethics. From these conceptual indicators, we can convert them into operational indicators, namely:

- 1) Empathy of MTs Al-Ma'arij teachers towards students.
- 2) Positive attitude and enthusiasm of teachers in interacting with students at MTs Al-Ma'arij.
- 3) Effective communication built between teachers and students at MTs Al-Ma'arij.
- 4) Professional ethics of MTs Al-Ma'arij teachers in acting and behaving.

In this case, the achievement of indicators emphasizes the personality competence of teachers at MTs Al-Ma'arij to be able to be measured and developed for the achievement of student learning motivation, with high student learning motivation indirectly the teacher has contributed greatly to building a civilization.

Student Learning Motivation

According to (Wigfield, A., & Eccles, 2002) Learning motivation is the tendency of individuals to participate in learning situations, show effort, maintain interest and perceived ability in an effort to achieve learning goals. (Deci, E. L., & Ryan, 2002) argue that learning motivation is an internal drive that directs individuals to take actions related to learning, based on psychological needs for autonomy, competence, and social relatedness (Rahmah dkk., 2022). Meanwhile (Ames, 1992) explains that learning motivation is a psychological condition that encourages individuals to participate in learning activities, maintain interest, and strive to achieve relevant goals (Rohmalimna dkk., 2022). From the various definitions of the experts above, the author can draw conclusions about the conceptual definition of learning motivation is all aspects that include desire, interest, goals, and individual confidence in their ability to achieve learning goals (Dianovi dkk., 2022). So that we can get an operational definition of the conceptual definition that the researcher makes the dependent variable, namely learning motivation is all aspects that include the desire, interest, goals, and beliefs of MTs Al-Ma'arij students in their ability to achieve learning goals at MTs Al-Ma'arij.

The conceptual indicators of student learning motivation have been described by (Wigfield, A., & Eccles, 2002) in the Handbook of Child Psychology, namely; (1) Self goals and expectations, (2) Perception of learning value, (3) Self-confidence and (4) Intristic Interest (Najeed dkk., 2022). From these conceptual indicators, the author can make an operational indicator as follows:

- 1) Students at MTs Al-Ma'arij have goals and expectations for their self-development.
 - 2) Students at MTs Al-Ma'arij are able to perceive their learning outcomes in a life value
 - 3) Self-confidence that appears in MTs Al-Ma'arij students
 - 4) The existence of intristic interest in their own abilities in the learning process
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RESEARCH METHODOLOGY

This research is qualitative research (field research) which is essentially a method to find specifically and realistically about what is happening at a place where the symptoms being investigated occur (Bojanic & Warnick, 2020). It took place on June 26, 2023 at MTs Al-Ma'arij, Sukabumi Regency. Data related to this study were collected through interviews, observation, and documentation. The research subjects were 6 teachers and 20 students who served as respondents (Safitri dkk., 2022). While in this study the object is a form of contribution of teacher personality competence to student learning motivation at MTs Al-Ma'arij.

RESULTS AND DISCUSSION

Teacher Personality Competence

Teacher competencies refer to the collection of knowledge, skills and attitudes possessed by a teacher to carry out their duties and responsibilities well. Teacher competencies include academic, professional and social aspects needed to provide quality education to students. The importance of teacher competence cannot be doubted, as competent teachers have the ability to provide effective teaching, manage the classroom well, and help students reach their maximum potential (Mariam & Nurachadijat, 2023). Teachers' academic competence relates to their understanding and mastery of the subject matter being taught. Teachers who have strong academic competence will be able to convey subject matter clearly, explore complex concepts, and design engaging learning experiences. They can also combine theory with practice in the context of teaching so that students can understand and apply the knowledge provided well. Teachers' professional competence involves skills and knowledge related to the teaching profession. This includes an understanding of the curriculum, effective teaching methods, learning assessment, the use of technology in learning, and the ability to plan, implement and evaluate learning. Teachers who have good professional competence will be able to manage the classroom effectively, respond to individual student learning needs, and involve students in the learning process (Huda, 2018).

In addition to academic and professional competencies, teachers' social and emotional competencies are also very important. Teachers who have good social and emotional competence will be able to build good relationships with students, communicate well, understand students' needs and feelings, and promote an inclusive and supportive classroom climate (Misbahudin et al., 2021). They can also manage conflict, help students develop social skills, and provide emotional support to students in need. Developing and improving teacher competencies is an ongoing process. Teachers need to keep abreast of the latest developments in education, update their knowledge and skills, and continuously improve their teaching practices. Through training, workshops, collaborative experiences and self-reflection, teachers can develop their competencies to respond to the changing demands in education. The importance of teacher competency development is also reflected (Widoyoko, 2008).

In the context of education, teachers have a very important role in building students' learning motivation. One aspect that plays a role in this is teacher personality competence. Teacher personality competence includes various personal characteristics and qualities that can influence students' learning motivation. In this article, we will discuss in more detail the contribution of teacher personality competence to student learning motivation. Teacher personality competence, which includes effective communication skills, also has an important contribution to student learning motivation. Teachers who can deliver subject matter clearly and interestingly will build students' engagement in learning. In addition, teachers who are able to listen well and provide constructive feedback will help students feel heard and valued. This will strengthen students' learning motivation as they feel connected and cared for by the teacher. Teachers can also be role models that influence students' learning motivation (Anggraeni, 2017).

Teachers' personality competencies, which include integrity, ethics, and responsibility, can set a good example for students. Students tend to be inspired by teachers who have positive attitudes and behaviors. Teachers who are consistent in practicing moral and ethical values will build students' respect and trust for them. This will provide motivation for students to follow in the teacher's footsteps and develop good character. Teachers' personality competencies which include interpersonal and social skills also play a role in building students' learning motivation. Teachers who have the ability to form positive relationships with students and between students will create an inclusive and supportive environment. They can manage conflict, facilitate cooperation and build a sense of solidarity in the classroom. Students will feel comfortable and motivated to learn in a friendly and harmonious environment. Teachers' personality competencies that focus on understanding and accepting individual learning needs also contribute to students' learning motivation. Teachers who are sensitive to student differences, whether in learning styles, interests or abilities, will be able to accommodate their learning needs effectively. By paying attention to student diversity, teachers can develop appropriate learning strategies and provide the support needed. This will increase students' learning motivation as they feel valued and cared for in the learning process (Nugraheni, 2018).

Indicators of Teacher Personality Competence in Empathy towards Students at MTs Al-Ma'arij Empathy towards students is one of the important indicators of teacher personality competence. Teachers with empathy skills can understand and feel students' feelings, needs, and perspectives. They are able to listen actively, show genuine concern, and provide emotional support to students. In practice, this indicator is reflected in teachers' efforts to build good relationships with students, respond empathetically to students' feelings, and take appropriate action to help students overcome learning challenges or difficulties. After investigation, it turns out that the teacher's role in responding to students' responses in overcoming learning difficulties has been achieved by the existence of additional learning hours for students who have difficulty understanding learning and finding variations in learning models and methods listed in the lesson plan, thus proving that the teacher is able to overcome student boredom in learning by changing learning methods and models.

Indicators of Teacher Personality Competence in Positive Attitude at MTs Al-Ma'arij

A positive attitude is an indicator of teacher personality competence that can have a significant impact on student motivation and well-being. Teachers with a positive attitude will create a learning environment that is fun, inspiring and supportive to students. They show enthusiasm, optimism and belief in students' ability to learn and grow. In addition, teachers with a positive attitude are also able to overcome challenges with enthusiasm and set a good example for students. In relation to the positive attitude raised by the teacher, it appears in the habituation activities carried out by teachers at MTs Al-Ma'arij, in the process of habituation in the form of dhuha prayer activities and spiritual inspiration as well as extracurricular activities that are fun and able to develop the potential of students at MTs Al-Ma'arij.

Indicators of Teacher Personality Competence in Effective Communication at MTs Al-Ma'arij

Effective communication is an important indicator of teacher personality competence. Teachers who have effective communication are able to convey information clearly, communicate openly, and listen well. They use language that is appropriate to students' understanding, avoid ambiguity, and facilitate the exchange of ideas. Effective communication also involves the teacher's ability to provide constructive feedback to students, thus helping them understand their strengths and areas for improvement in their learning. The communication pattern that exists at MTs Al-Ma'arij between teachers and students indicates that the teacher is a family (father/mother) who always pays attention to the behavior and behavior of students at MTs Al-Ma'arij and the communication between teachers and guardians of students also appears to be very close as evidenced by the existence of an interactive WA group and the intensity of the teacher in providing reports to guardians of students regarding the development of student behavior at MTs Al-Ma'arij.

Indicators of Teacher Personality Competence in Professional Ethics at MTs Al-Ma'arij

Professional ethics is a crucial indicator of teacher personality competence. Teachers who have strong professional ethics will uphold the moral principles and values relevant to the teaching profession. They respect the rights of students, uphold fairness, integrity and honesty. Teachers with professional ethics are also responsible for maintaining the confidentiality of student information, maintaining professional boundaries, and avoiding conflicts of interest. In interactions with students, teachers show a fair attitude, appreciate diversity, and respect students' rights to quality education. In practice, teachers at MTs Al-Ma'arij have shown integrity in upholding academic morals, but in relation to teacher administration here there are still teachers who teach non-linearly but morality and responsibility in teaching and organizing other activities are considered qualified.

Factors Affecting Teacher Personality Competence Some factors that influence teacher personality competence can be categorized as internal and external factors. Internal factors include teachers' personal characteristics, such as personality, values, and self-motivation. For example, teachers who have a friendly, patient and compassionate

personality tend to be more effective in building positive relationships with students. In addition, high self-motivation will encourage teachers to continue to develop themselves and improve their personality competencies (Hadi, 2017). External factors that influence teachers' personality competence include the work environment, institutional support, and social factors. A conducive work environment, such as a positive school climate, good relationships with colleagues, and strong leadership support, can help teachers feel motivated and inspired to improve their personal competence. Institutional support, such as relevant professional development programs and personality-focused training, can also influence the improvement of teachers' personality competence.

Contribution of Teacher Personality Competence in Improving Student Motivation at MTs Al-Ma'arij

Student learning motivation is an important factor in achieving learning success. One factor that has a significant influence on student learning motivation is a teacher's personality competence. Teacher personality competence includes aspects such as empathy, positive attitude, effective communication, and professional ethics. In daily interactions with students, teachers who have strong personality competence will be able to influence students' learning motivation. Increasing student learning motivation is an important goal in the context of education. One factor that can play a role in increasing learning motivation is a teacher's personality competence. The contribution of teacher personality competence that can be seen in as an effort to increase student learning motivation at MTs Al-Ma'arij through the following ways:

- 1) Inspiration and Role Model: Teachers with good personality competence can be a source of inspiration for students. Teachers' positive attitude, enthusiasm and dedication seen in their daily interactions and behavior can motivate students to imitate and adopt a similar attitude towards the learning process. The example set by teachers in their learning efforts and overcoming obstacles can also influence students' motivation to face challenges with confidence and perseverance.
 - 2) Positive Relationships and Interactions: Teachers with strong personality competence can build positive relationships with students. Good communication, empathy and concern for students' needs and feelings can create a safe, supportive and trusting learning climate. In this positive environment, students feel accepted, valued and supported, which in turn increases their motivation to learn.
 - 3) Relevant and Engaging Learning: Teacher personality competence also includes the ability to design and deliver learning that is interesting, relevant and meaningful to students. Teachers with good personality competence can create interesting and diverse learning experiences, relate subject matter to students' real lives, and facilitate students' active engagement in the learning process. This can improve It interests students, triggers curiosity, and directly affects their learning motivation.
 - 4) Individual Support and Understanding: Teacher personality competence also includes the ability to understand students' individual needs, interests, and learning styles. Teachers who understand individual students can provide appropriate
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support and facilitate the development of students' potential. By providing personalized attention and paying attention to students' needs, teachers can help students feel valued and supported, which can increase their motivation to learn.

However, there are both enabling and inhibiting factors that can affect students' motivation levels. Understanding these factors is important for educators and education practitioners to be able to identify and overcome barriers as well as strengthen the drivers of student motivation. Here are some of the drivers and inhibitors of student motivation:

Factors driving student learning motivation:

- 1) Encouraging Environment: A positive learning environment, including family support, positive peers, and a supportive school climate, can generate student motivation. Research shows that social support and a positive environment contribute positively to students' learning motivation (Anderman, E. M., Anderman, L. H., Yough, M. S., & Gimbert, 2010).
- 2) Clear and Relevant Goals: When students have clear learning goals and feel the connection between these goals and their lives, their motivation to learn increases. Teachers who help students recognize the purpose and benefits of learning can strengthen students' learning motivation (Pintrich, P. R., & Schunk, 2002).
- 3) Recognition and Reward: Appropriate recognition, praise, and rewards can strengthen students' motivation to learn. Students respond well when their achievements are recognized and rewarded, whether in the form of verbal praise, awards, or certificates of appreciation (Hidi, S., & Renninger, 2006).
- 4) Adequate Challenge: Students tend to be more motivated when they are faced with tasks that are challenging, yet still within the limits of their abilities. Adequate challenge stimulates students' interest and engagement in learning, as they feel cognitively and emotionally involved in the learning process (Hidi, S., & Renninger, 2006).

Factors inhibiting student learning motivation:

- 1) Irrelevance of the Subject Matter: When students feel that the subject matter is not relevant to their lives or does not meet their needs and interests, their motivation to learn may decrease. The lack of connection between learning and the real world can be a significant barrier in maintaining students' learning motivation (Wigfield, A., & Eccles, 2002).
- 2) Feeling Unnoticed and Unrecognized: Students who feel unnoticed or ignored by the teacher may lose motivation to learn. It is important for teachers to give fair attention and recognize students' efforts and achievements regularly to maintain learning motivation (Wentzel, 2005).
- 3) Lack of Linkage and Relevance of Subject Matter: When students do not see the relevance of the subject matter to their lives.

CONCLUSION

Based on the discussion of the contribution of teacher personality competence in increasing student learning motivation at MTs Al-Ma'arij, it can be concluded that teacher

personality competence plays a significant role in influencing student learning motivation. Teachers who have good personality competence are able to inspire, provide support, and create a positive learning environment. This allows students to feel valued, motivated and actively involved in the learning process. In the context of MTs Al-Ma'arij, teachers who have empathy for students are able to understand their needs and feelings, so they can provide appropriate support and build positive relationships. The teacher's positive attitude inspires students to adopt a similar attitude towards the learning process. Teachers' effective communication helps convey the subject matter in an interesting and relevant way, thereby increasing students' interest and arousing their motivation to learn. In addition, teachers who have professional ethics provide good role models in learning efforts and overcoming obstacles. Therefore, it is important for MTs Al-Ma'arij to support the development of teachers' personality competencies through ongoing training and professional development. In increasing students' motivation to learn, MTs Al-Ma'arij also needs to create an inclusive learning environment, provide recognition for student achievement, and relate subject matter to students' real lives. This conclusion is based on an understanding of the importance of teacher personality competence in shaping student learning motivation, as well as its relationship to the context of MTs Al-Ma'arij. However, it is important to remember that the implementation and influence of teachers' personality competencies may vary depending on the unique situations and conditions in each school. Therefore, it is important for MTs Al-Ma'arij to conduct internal research and evaluation to measure the impact of teachers' personality competence contributions in improving students' learning motivation specifically in their environment.

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