

Enhancing Student Learning Outcomes in PAI and Ethics Through Notion Application Utilization

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Abstract

This article discusses the use of the Notion application media in improving student learning outcomes in the subjects of Islamic Religious Education and Ethics class XI SMK Negeri 1 Tutar. This study aims to determine whether the use of Notion application media can improve student learning outcomes in the subjects of Islamic Religious Education and Ethics class XI at SMK Negeri 1 Tutar, Polewali Mandar District. The research used is Classroom Action Research (PTK) or Classroom Action Research, which is a research model from Kurt Lewin, which is in the form of a spiral from the first cycle to the next cycle. Each cycle includes planning, acting, observing, and reflecting. The flow is: (1) problem identification, where the researcher determines the problem to be studied; (2) Planning, namely researchers prepare action plans / solutions to solve problems; (3) Implementation, namely researchers carry out actions that have been formulated in the RPP; (4) Observation, namely researchers observe the behavior of students in participating in learning activities; (5) Reflection, in which the researcher records the results of observations and evaluates the results of observations. Based on the results of this research, it is expected for teachers to be more creative in developing learning media, especially the development of notification application media.

Keywords: Notion application, student's learning outcomes, learning media

*Corresponding author: syahrinmejene@gmail.com
DOI: <https://doi.org/10.35905/aliftah.v4i2>
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1. Introduction

Education is a process of guidance for humans to shape their identity to become a better, knowledgeable and knowledgeable person. With education a person will begin to build a quality life framework based on his knowledge, through education a person will be guided, directed and equipped with sufficient theories on how to live a better life. Education is the main basis of a person who

will be given provision and direction to be able to realize all the ideals and hopes he has (Taivans 2019); (Yani 2022a).

Education plays an important role in ensuring the sustainability of the life of the nation and state because education is a means to improve the quality of human resources. Education is also one way to achieve the goals of the country and educate the life of the nation. As stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the objectives of the National Education System Chapter II Article 3 which reads as follows:

"National Education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens" (Susmihara 2022); (Pattimahu 2019).

Our country Indonesia is a country that values and upholds education. This can be seen in Law number 20 of 2003 concerning the National Education System, namely every citizen has the same right to obtain quality education (article 5 paragraph 1 of the National Education System Law) (Ahmad and Murtaufiq 2021); (Aly 2019). In addition, the education fund allocated by the government of 20% is quite a lot to finance education operations in Indonesia. Not only that, formal and non-formal educational institutions spread throughout the country as a place to receive education, the law on teachers and lecturers also supports the development of education in Indonesia.

Islamic education in schools has a broader mission than just providing knowledge about Islamic religious teachings. Islamic Religious Education is more focused on fostering the personality of students based on Islamic teachings, one aspect of which is the provision of knowledge about Islam (Yani 2023);(Rama 2021). As is known that Islamic Religious Education has materials, methods, and evaluation systems in a planned manner. Given the importance of Islamic Education in schools is very strategic, which is a compulsory subject given to all Muslim students from various majors, programs, and levels, the learning program must be formulated properly. Although Islamic religious education is only given three hours per week, if managed optimally, good results will be obtained.

So important is Islamic religious education in public schools, Islamic religious education should get attention from all parties, both from the government, schools, and the community. The problem of education and teaching is a fairly complex problem where many factors come into play. One of the factors is the teacher. Teachers are one of the important factors in the learning process. However ideally a curriculum without the ability of teachers to implement it, it will not be meaningful as an educational tool.

The success of teachers in delivering material depends on the smooth communication interaction between teachers and students. The success of the teacher in delivering the material depends heavily on the creativity of the teacher himself in creating a pleasant learning atmosphere so as to raise the interest in learning students, which will certainly have an impact on the *output* of the students themselves.

In the current digital era, it also affects education in Indonesia, starting from the facilities and infrastructure used and the accompanying learning process. In the industrial era 4.0, education in schools has a new face. Learning can not only be done in the classroom at certain hours, but technological developments provide a new view that learning can be done anytime and anywhere (Muhaimin 2018); (Al Ikhsan, Ilham, and Teguh 2022).

The development of education and technology does not go hand in hand with the development of students. The expression that learning can be done anytime and anywhere turns out to be unattainable. Technology that should be able to develop ways of learning actually erodes and becomes a gap in advancing literacy and interest in science. Finally, students are slumped and drowned by *misused technology*, forgetting the importance of improving their own mindset.

The low learning outcomes of students are caused by low interest in reading and the ability of students' mindsets. The subjects of Islamic Religious Education and Ethics demand a high mindset and interest in reading. Therefore, a method or strategy and learning media are needed that are interesting for students.

By using the right learning media, teachers can direct and provoke questions from learners about the learning messages that have been presented. Maybe in the learning media there are new things that they don't understand, so

the teacher can explain it well. Or among themselves arise mutual explanation under the direction of the teacher, especially from those who have understood.

The importance of media use is explained in Q.S. An-Nahl/16:44 as follows:

بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ يَتَفَكَّرُونَ

(Departemen Agama RI 2020)

The translation, (they We sent) with information (miracles) and books. And We sent down Az-Zikr (the Qur'an) to you, that you might explain to men what had been revealed to them, and that they might think (Wahid 2022).

In order for the presentation of material to attract students, an interactive learning model is needed. In addition, it is necessary to apply the TPACK (*Technology Pedagogical Content Knowledge*) approach so that learning is in accordance with the characteristics of students. In line with this, Suprayekti said that a teacher must have skills in teaching, managing learning stages, utilizing methods, using learning media and being able to manage time (Yani 2022c); (Kilawati, Nur, and Zulham 2022). These five things are a way for learning objectives to be achieved. Therefore, teachers must be able to create interactive and interesting learning media so that the material taught can be fun and open opportunities for students to learn independently.

The main problem of learning that is often encountered is the low cognitive learning outcomes of students. Based on the evaluation results, cognitive results for the subjects of Islamic Religious Education and Ethics are still under KKM. Islamic Religious Education and Ethics is one of the subjects that contains facts and laws in life. Students have many difficulties in reading the Qur'anic script, especially in understanding abstract facts and laws.(Yani 2022b). One indicator of the weakness of learning activities related to the implementation of student learning is the weak learning process that takes place. So far, the learning process is still teacher-centered so that opportunities for learning independence for students are very lacking. This underlies students are not encouraged to think higher so that the understanding of the material presented is not as expected (Fauziah 2021); (Abuddin Nata 2020).

One way to overcome the problem of learning difficulties is to use the *Notion* application. In the learning process, this application will be presented interestingly and can increase the interest in learning students. In addition, we can combine all information in the application, both in the form of *video*, *audio*, *links*, *files*, and others, so that students can be more directed in learning activities.

Based on the observations and studies above, the author took the initiative to conduct research on the use of *Notion* application media in improving student learning outcomes in the subjects of Islamic Religious Education and Ethics class XI at SMK Negeri 1 Tutar Kab. Polewali Mandar

2. METHODS

This research is a *Classroom Action Research*. According to Suharsimi Arikunto, Classroom Action Research is an examination of learning activities in the form of actions that are deliberately raised and occur in a class together (Suryatniani 2019); (Abuddin Nata 2020). Classroom Action Research (PTK) is carried out as a problem-solving strategy by utilizing real actions and then reflecting on the results of actions. Action research is suitable for improving the quality of the subjects to be studied (Saihu et al. 2021); (Gunada, Lasmawan, and Suharta 2023). This research was carried out to improve the cognitive learning outcomes of students on peaceful living material with tolerance, harmony, and avoiding violence through the use of *the Notion* application media.

The pattern used in this study is the pattern of the research teacher, which is a pattern that states all ideas, designs, implementations, and making reports carried out by the teacher himself.

3. RESULT AND DISCUSSION

To measure the level of knowledge of students in the subjects of Islamic Religious Education and Ethics on the material of living peacefully with tolerance, harmony and avoiding violence, researchers conducted a *pretest*.

Based on research shows that the highest value obtained is 76 and the lowest value is 36. The average score was 53.37 which was in the (low) category, while 5 completed students (26.32%) and 14 incomplete students (73.68%). This shows that the value of students is at a low level. Thus, class XI TB students in

learning Islamic Religious Education and Ethics need to take corrective actions to improve learning outcomes through the use of the *Notion application*.

1. *Use of Notion Application Media at SMK Negeri 1 Tutar, Polewali Mandar Regency*

The form of presenting material on the Notion application media is to prepare complete material about peace-loving with tolerance and avoiding violence, as well as tajweed law material in the form of narrative/ text that can be easily accessed by students. The presentation of the material is also in the form of images and *audio* to make it easier for students to understand the material independently.

2. *Reflection stage*

Based on the results of observations made by collaborators on researchers, several shortcomings were found in learning activities. Therefore, it needs some input from collaborators as observers to examine the process, namely what has happened, what has been produced, why something happened this way, and what follow-up needs to be done.

Based on the results of reflection on the implementation of cycle I, several weaknesses were found during learning. According to observers, several aspects that need to be improved are;

1. Techniques for opening lessons are still lacking so that students are not well motivated.
2. There has not been an optimal interaction between students and teachers through question and answer.
3. Teachers lack education of learners in observation activities.
4. The learning atmosphere in the classroom is still less active.
5. Teachers are less active in providing opportunities for students to ask questions about material that has not been understood.
6. Teachers are less inferring from learning outcomes,
7. Assignments to students still need to be more weighty,
8. Teachers lack appreciation to students who answer correctly.

9. *Observation Stage*

In cycle III actions, observations of the learning process are carried out using the Notion application media. Teacher observation sheets and

student activities that have been prepared based on aspects of assessment will be assessed during the learning process. As for those who act as assessors of partner teachers (collaborators).

Based on the results of observations of media use made by teachers in the third cycle, a total score of 81 was obtained with a percentage of 95.29% which showed the assessment category (very good).

Based on the results of observations of student activities in cycle III, a score of 54.67 was obtained with a percentage of 91.11% which showed the assessment category (very good).

Based on a learning interest score of 76.5 with a percentage of 76% indicating the category (high). Thus, it can be said that learning Islamic Religious Education and Ethics using the Notion application is in demand by grade XI students of SMK Negeri 1 Tutar.

Based on the results of the reflection of teacher observations and the activities of students have achieved the expected success, then this action research ends.

1. Learning outcomes of SMK Negeri 1 Tutar students in the subjects of Islamic Religious Education and Ethics using the Notion application

To measure the level of knowledge (cognitive) of students in the subjects of Islamic Religious Education and Ethics in living peacefully with tolerance, harmony and avoiding acts of violence after using the Notion application, researchers evaluate learning outcomes or final tests (posttest) given to each student in the form of multiple-choice questions as many as 25 numbers which aim to measure the improvement of learning outcomes students of SMK Negeri 1 Tutar.

Furthermore, the implementation of the learning outcome evaluation test (post-test) in cycle I is given after the end of the teaching and learning process in class. As for the actions taken in cycle I, the evaluation data for the learning outcome test (post-test) in Cycle I showed that the percentage of completeness scores in the pre-cycle (pre-test) was 15.79% with an average value of 53.7 which was in the (low) category. While the percentage of classical completeness scores after passing the first cycle was 26.32% with an average value of 64.4 which was in the (medium) category. From the results of using the Notion application in the first cycle, learning outcomes increased by 10.53% and students who obtained learning certainty increased by 2 people. As for the level of ability or mastery of basic competencies, according to the results of the analysis it was obtained that students were able to read Q.S. Yunus / 10:40-41 and Q.S. al-Maidah / 5:32,

according to the rules with tajweed and makhrajul letters (KD 4.2.1) by 78.3%. The competencies that have not been mastered are analyzing the meaning of Q.S. Yunus / 10 : 40-41 and Q.S. al-Maidah / 5 : 32, as well as the hadith about tolerance, harmony and avoiding violence (KD 3.2) with a percentage of 53.3 and presenting the relationship between harmony and tolerance according to the message of Q.S. Yunus / 10 : 40-41 and avoiding violence according to the message of Q.S. al-Maidah / 5 : 32 (KD 4.2.3) with a percentage of 62.0. Based on the results obtained, a corrective action is needed as follows:

1. Re-explain the procedures for using the Notion application media so that students can follow learning well.
2. Gives tasks more weight.
3. More focus on coaching.
4. Liven up the classroom atmosphere, such as providing motivation, appreciation, and others.
5. Active in exploring students' understanding.
1. Together with learners in concluding lessons.

Furthermore, the implementation of the learning outcome evaluation test (*post-test*) in cycle II is given after the end of the teaching and learning process in class. Based on the results of the study, it shows that the percentage of completeness value in Cycle I is 26.32% with an average value of 64.4 which is in the (medium) category. While the percentage of classical completeness scores after passing the second cycle is 73.68% with an average value of 78.5 which is in the (high) category. From the results of using the *Notion application* in cycle II experienced an increase in learning outcomes by 47.36% and students who obtained learning certainty increased by 9 people. As for the level of ability or mastery of basic competencies, according to the results of the analysis it was obtained that students have been able to read Q.S. Yunus / 10 : 40-41 and Q.S. al-Maidah / 5 : 32, according to the rules with tajweed and makhrajul letters (KD 4.2.1) by 88.2% and present the relationship between harmony and tolerance according to the message of Q.S. Yunus / 10 : 40-41 and avoid violence according to the message of Q.S. al-Maidah / 5 : 32 (KD 4.2.3) at 76.6%. The competencies that have not been mastered are analyzing the meaning of Q.S. Yunus / 10 : 40-41 and Q.S. al-Maidah / 5 : 32, as well as the hadith about tolerance, harmony and avoiding

violence (KD 3.2) with a percentage of 70.4. Based on the results obtained, a corrective action is needed as follows:

1. Creating a wide space and atmosphere with certain methods in order to create interaction between students and teachers.
2. Provide assignments so that each student can understand the learning objectives to be achieved.
3. Focus more on conducting observation guidance.
4. Together with learners in concluding lessons.

Furthermore, the implementation of the learning outcome evaluation test (*post-test*) in cycle III is given after the end of the teaching and learning process in class. The activities carried out in cycle III based on the results of the study showed that the percentage of completeness value in cycle II was 73.68% with an average value of 78.5 which was in the category (high). While the percentage of classical completeness value after passing the third cycle is 89.47% with an average value of 80.5 which is in the category (high). From the results of using the *Notion* application in cycle III experienced an increase in learning outcomes by 15.79% and students who obtained learning certainty increased by 3 people.

Learning outcomes are the abilities possessed by students in the form of knowledge, attitudes, and skills. To find out the learning outcomes after using *the Notification* application media, a pre-test and post-test are carried out. Based on the results of the study, it can be concluded that the use of *the Notion* application media can improve the learning outcomes of students in the subjects of Religious Education and Ethics.

From the findings that have been described, this discussion will explain that in principle Classroom Action Research is carried out to obtain an overview of the quality of learning and the quality of learning outcomes through the use of the *Notion application* which is taken through a series of actions. The quality of learning is indicated by the tendency of teacher and student activities during the learning process, and the quality of learning outcomes that can be seen from the completeness of students' classical learning. Learning completeness is measured based on completeness standards.

The role of teachers in the use of learning media is very important so that they are required to be able to process their abilities, one of which is to make learning media more effective and efficient so that learning can be more interesting and fun. In this case, the professionalism of a teacher can be seen from his ability to use learning media. If the learning process has increased, both from students and teachers themselves, it means that the use of media can be said to be effective and efficient (Gunada, Lasmawan, and Suharta 2023); (Isnanto 2022).

Based on the results of the use of the *Notion application* carried out by teachers (researchers) at SMK Negeri 1 Tutar, Polewali Mandar Regency, in the first cycle, a total score of 59.33 was obtained with a percentage of 69.80% indicating the assessment category (good). Furthermore, the results of observations on the use of *the Notion application* conducted by teachers in the second cycle obtained a total score of 73.33 with a percentage of 86.27% which showed the assessment category (very good). And finally, the results of observations on the use of *the Notion application* conducted by teachers in the third cycle obtained a total score of 81 with a percentage of 95.29% which shows the assessment category (very good).

Based on the results of the use of *the Notion application* media for students of SMK Negeri 1 Tutar, the subject of Islamic Religious Education has been running well because it has shown an increase in learning outcomes in each cycle. This is in line with the opinion of brother Azhar who stated that the use of learning media at the learning orientation stage was very helpful for the learning process and the delivery of messages and lesson content at that time ran effectively

Apart from the learning outcomes, no less important is the assessment of the learning process. One of the assessments of the learning process is to see the level of student activity in the teaching and learning process or exchange information. One of the main indicators is the desire or motivation of students to learn. Students are said to have activeness if behavioral characteristics are found that support the success of the learning process, such as exchanging information to teachers or other students by asking or answering questions, willing to do the tasks given by the teacher, happy to get new knowledge, and others.

The results of using the *Notion application* in student activities in the first cycle obtained a total score of 37.33 with a percentage of 62.22% which shows the assessment category (sufficient). Furthermore, the results of student activities in cycle II obtained a total score of 45 with a percentage of 75% which shows the assessment category (good). Finally, the results of student activities in the third cycle obtained a total score of 54.67 with a percentage of 91.11% which shows the assessment category (very good).

When viewed as a whole, the indicator of observation of student activity shows good results, meaning that student activity in learning at the first cycle stage is good and is on a sufficient assessment scale. But in the next cycle they have begun to show courage in asking questions and giving explanations. This means that students already have a response from the learning delivered. Seen in cycle II, student activity increased from before even though the assessment was still in a good position. But some observational indicators are starting to seem like they are giving opinions. It can be explained that students have begun to understand the subject matter discussed. The following is an outline explanation in the form of a graph about student activities:

Based on the results of using the *Notion application* in the subjects of Islamic Religious Education and Ethics for students of SMK Negeri 1 Tutar, this has been going well, this is evidenced by the increase in each cycle. In line with Oemar Hamalik's statement that student activity is a process of changing individual behavior through interaction with the environment. The behavioral aspects in question are knowledge, understanding, habits, skills, appreciation, emotional, social relations, physical, ethical or ethical and attitudes.

It can be concluded that learning activities are all activities carried out in the process of interaction (teachers and students) to achieve the desired goals effectively and efficiently. To assess the interest of students in learning, a questionnaire (attached) obtained a learning interest score of 76.5 with a percentage of 76% indicating the category (high). Thus, it can be said that learning Islamic Religious Education and Ethics using the *Notion application* is in demand by students of SMK Negeri 1 Tutar.

To be able to obtain optimal learning outcomes, elements in the learning process must make a maximum contribution to the learning process. One way that can be done in achieving that condition is the use of learning media that are in accordance with the material presented. In the learning process, the presence of media has a very important meaning because it can function as an intermediary in delivering subject matter, especially if the material is abstract, the teacher's ability is needed in turning abstract things into real things in learning.

An educator is said to be successful if learners experience improved learning outcomes. Learning outcomes are the abilities that students have after receiving a stage of achievement of learning experience. Based on the data obtained, the learning outcomes of students have increased in each cycle.

From the results of the evaluation of test results (*post-test*) students can be seen an increase in learning outcomes after using the *Notion* application in the learning process. In the first cycle after using the *Notion application* in the Islamic Religious Education learning process, a total score of 1144 was obtained, an average score of 64.4 with the category (medium) and students who completed individually increased to 5 people with a completeness percentage of 26.32%. In the second cycle, the number of scores was 1400, the average score was 78.5 with the category (high) and the students who completed individually increased to 14 people with a completion percentage of 73.68%. And in cycle II the number of scores increased to 1430, the average score was 80.5 with the category (high) and students who completed individually increased to 17 people with a completion percentage of 89.47%.

4. CONCLUSION

Based on the results of the study, it was found that the use of the *Notion application* could improve the learning outcomes of Islamic Religious Education and Ethics of students of SMK Negeri 1 Tutar, Polewali Mandar district. From the results of the study, it can be concluded that the use of Notion Application media by teachers has been carried out well through improvements in the reflection stage in each cycle. This is evidenced by the results of observations of actions taken by teachers from cycle I, cycle II, and cycle III. In the first cycle, a score of 59.33

was obtained with a completion percentage of 69.80% which showed the assessment category (good). The results of observations on the use of media carried out by teachers in the second cycle obtained a total score of 75 with a percentage of 88.27% which showed the assessment category (very good). The results of observations on media use conducted by teachers in the third cycle obtained a total score of 81 with a percentage of 95.29% which showed the assessment category (very good). Furthermore, the results of observations of actions carried out by student activities from cycles I, II and III. In the first cycle, a total score of 37.33 was obtained with a percentage of 62.22% which showed the assessment category (sufficient). The results of student activities in the second cycle obtained a total score of 45 with a percentage of 75% indicating the assessment category (good). Furthermore, the results of student activities in the third cycle obtained a total score of 54.67 with a percentage of 91.11% which showed the assessment category (very good).

Improving the learning outcomes of Islamic Religious Education and Ethics students by using the *Notion* application has been carried out well through improvements in the reflection stage in each cycle. This is evidenced by the learning outcomes of Islamic Religious Education and Ethics of students from cycle I, II, to cycle III, which have increased. In the first cycle after using the *Notion application* in the learning process, the number of scores was obtained at 1144, the average score was 64.4 with the category (medium) and students who completed individually increased to 5 people with a completion percentage of 26.32%. In the second cycle, the number of scores was 1400, the average score was 78.5 with the category (high) and the students who completed individually increased to 14 people with a completion percentage of 73.68%. The last stage of cycle III obtained a total score of 1430, an average score of 80.5 with the category (high) and students who completed individually increased to 17 people with a completion percentage of 89.47%. use of application media So that the use of the *Notion* application is stated to improve student learning outcomes in the subjects of Religious Education and Ethics.

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