

## Activities in The MTSN 6 Banjar Darussalam Martapura School Environment Based On Religious Values

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**Muhammad Maulana**

2010128210006@mhs.ulm.ac.id

Social Studies Education Department, FKIP, Lambung Mangkurat University

**Ismi Rajiani**

rajiani@ulm.ac.id

Social Studies Education Department, FKIP, Lambung Mangkurat University

**Rusmaniah**

rusmaniah@ulm.ac.id

Social Studies Education Department, FKIP, Lambung Mangkurat University

**Sigit Triyono**

sigit.triyono@ulm.ac.id

Social Studies Education Department, FKIP, Lambung Mangkurat University

**Syahrudin**

syahar@ulm.ac.id

Social Studies Education Department, FKIP, Lambung Mangkurat University

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### **Abstrak**

Kemajuan ilmu pengetahuan dan teknologi yang sangat pesat yang tidak diimbangi dengan pemberian materi pendidikan agama di sekolah dapat mengurangi nilai-nilai agama yang ada di dalam diri peserta didik. Sehubungan dengan hal itu, kehadiran sekolah madrasah menjadi sebagai salah satu lembaga pendidikan yang memiliki kaitan sangat erat dengan keagamaan. Sebab dimana muatan nilai agama mendapatkan penekanan yang kuat untuk membentuk karakter dan pribadi peserta didik sesuai dengan nilai-nilai ajaran agama yang diberikan melalui kegiatan di lingkungan sekolah madrasah. Tujuan dari penulisan ini adalah untuk mengetahui nilai-nilai religius pada kegiatan di lingkungan sekolah MTsN 6 Banjar Darussalam Martapura. Penelitian yang diambil yaitu menggunakan metode penelitian kualitatif dengan pendekatan deskriptif. Teknik pengumpulan data menggunakan observasi untuk pengamatan serta pencatatan dengan cara sistematis mengenai kegiatan di lingkungan sekolah berbasis nilai religius, wawancara dilakukan untuk mendapatkan data secara langsung dengan informan, serta dokumentasi. Analisis data menggunakan reduksi data, penyajian data, dan simpulan data yang diperoleh. Keabsahan data hasil penelitian dengan secara perpanjangan pengamatan, triangulasi, dan mengadakan member check. Hasil dari penelitian ini bahwa pada kegiatan harian di lingkungan sekolah MTsN 6 banjar yang berbasis nilai religius yaitu pembelajaran (akidah akhlak, al-quran hadist, fiqh), intrakurikuler (salam & salim, pembacaan tadarus al-quran, dan sholat berjamaah), ekstrakurikuler (maulid habsyi dan hadrah). Simpulan dari kegiatan di lingkungan MTsN 6 Banjar tersebut memuat nilai religius seperti ibadah, ruhul jihad, amanah dan ikhlas, akhlak dan kedisiplinan, keteladanan.

**Kata Kunci:** Nilai Religius, Lingkungan Sekolah, Kegiatan Religius

### **Abstract**

The very rapid progress of science and technology that is not balanced with the provision of religious education materials in schools can reduce the religious values that exist within students. In this regard, the presence of madrasa schools has become one of the educational institutions that has a strong connection with religion. This is because the content of religious values receives a strong emphasis on forming the character and personality of students in accordance with the values of religious teachings provided through activities in the madrasah school environment. The purpose of this writing is to determine the religious values in activities within the MTsN 6 Banjar Darussalam Martapura school environment. The research taken uses qualitative research methods with a descriptive approach. The data collection technique uses observation to systematically observe and record activities in the school environment based on religious values, interviews are conducted to obtain data directly with informants,

as well as documentation. Data analysis uses data reduction, data presentation, and conclusions from the data obtained. Validity of research data by extending observation, triangulation, and conducting member checks. The results of this research are that daily activities in the MTsN 6 Banjar school environment are based on religious values, namely learning (moral beliefs, al-Quran hadith, fiqh), intracurricular (greetings & salim, recitation of the Al-Quran tadarus, and congregational prayers), extracurricular (maulid habsyi and hadrah). The conclusions from the activities in the MTsN 6 Banjar environment include religious values such as worship, the spirit of jihad, trust and sincerity, morals and discipline, example.

**Keywords:** Religious Values, School Environment, Religious Activities.

## **PRELIMINARY**

Education has a very important role in the lives of individuals, social groups and countries, because its essential goal is to change the individual as a whole. Education is also a deliberate and planned effort to create a learning environment that allows students to actively develop their potential. The function of national education is to expand abilities and form noble character and civilization for the nation, so that students can become individuals who are devout, have faith in God Almighty, have good morals, are healthy, knowledgeable, creative, independent and responsible (Wahidah & Heriyudanta, 2021).

Education is currently facing increasingly high demands in terms of quality and variety, in line with the rapid development of science and technology. This rapid growth in science and technology can endanger students' religious values becoming increasingly lacking, if it is not accompanied by teaching about religion in the school environment. Therefore, seeing this situation, it is important for educational institutions to emphasize religious values for students so that they not only have intellectual intelligence, but also emotional and spiritual intelligence.(Mustoip & Japar, 2018).

Schools as educational institutions provide an environment for children to learn, expand knowledge, and develop various attitudes, abilities and skills. Therefore, one of the goals of education in schools is to change student behavior for the better. In this regard, the presence of madrasa schools has become one of the educational institutions that has a strong connection with religion. Because the content of religious values gets a strong emphasis on forming the character and personality of students in accordance with the values of religious teachings given in the madrasah school environment.(Nurjanah & Sholeh, 2020).

Religious values are part of a belief system, where individuals assess what is appropriate or inappropriate to do in human life. Religious values provide direction, differentiate and guide individuals in every correct action in their lives. Apart from that, religious values also include belief in God that exists within each individual, which helps establish truth in everyday life and provides benefits in the practice of the religion one adheres to.(Wahidah & Heriyudanta, 2021).

Religious values become a strong basis for students to control negative behavior or that is not in accordance with norms. Schools must be a place where students can develop these values, so that they not only understand but also apply good teachings in their lives. Attention to this is very important for educational institutions so that students can form their thoughts, words and actions in accordance with the spiritual values originating from their religion.

Religious activities in schools are a process of providing guidance in understanding religion which includes commendable behavior to be able to shape students as better and more qualified individuals. Religious activities in this situation should have the option to create broader thinking in human life, especially for students who need character that works through existing activity programs at school. In religious activities at madrasah tsanawiyah schools, it must be upheld or adjusted to a good perspective in these religious activities(Syarifah et al., 2022).

MTsN 6 Banjar Darussalam Martapura, a madrasah school was developed for excellence in education and to become a role model and mentor for madrasahs in Banjar Regency. This state madrasah is funded by the state and its facilities are supported by the government. With adequate infrastructure, including a strong school structure, learning media, and quality teachers. Based on this explanation, this school is one of the favorite madrasahs and is much sought after by Martapura residents. because this madrasah accepts new students with the general pathway, achievement pathway, disadvantaged family pathway, and the Al-Quran reading and writing test pathway.

Based on the results of observations that have been carried out, the MTsN 6 Banjar school has a program of activities implemented by the school, including: intracurricular activities such as greetings & salim, recitation of the Al-Quran tadarus before learning, congregational midday or Asr prayers, extracurricular activities such as birthdays and hadrah, as well as learning such as moral beliefs, fiqh and Al-Quran hadith. This activity will later be able to develop students' attitudes and behavior with religious values in line with what is expected. This is the background to the author's desire to find out more deeply about religious-based activities in schools so that students carry out activities based on the awareness and will of the students themselves, not because of coercion by their teachers.

Based on the description above, the author feels interested in conducting research which will be described in the form of an article with the title "Activities in the MTsN 6 Banjar Darussalam Martapura School Environment Based on Religious Values". The purpose of writing the article is to find out the religious values in activities in the MTsN 6 Banjar school environment.

## **METHOD**

The method used in the preparation of this article is a qualitative method with a descriptive approach. The intended qualitative research is to know and observe more deeply how religious character values are instilled in the school environment of MTsN 6 Banjar Darussalam Martapura. The research data obtained are in the form of observations, interviews, and documentation regarding the research discussion so that the author can find out the data directly from an objective point of view or facts that occur in the field so that the author can find out the data directly from an objective point of view or facts that occur in the field. The descriptive approach in this research is used to find out the religious values in the activities in the school environment of MTsN 6 Banjar Darussalam Martapura (Sugiyono, 2016).

## **RESULTS AND DISCUSSION**

Religious values in school activities have important significance for students, aiming to form individuals with noble character, noble personality and character according to the teachings of the Islamic religion. The values in each activity will be internalized in students leading to changes from bad to good through guidance and examples from the school (Maulidiyah et al., 2022). As a madrasah, we need to pay attention to the quality of students and their behavior, considering that they will compete with the outside world which is full of negative challenges. The school's efforts to increase religious values through activities in the school environment, it is hoped that students can obtain a better increase in religious values than before. The author will explain the religious values at the MTsN 6 Banjar school and identify the values contained in each activity.

Religious values in activities in the school environment can be seen that at MTsN 6 Banjar school has prioritized religious habituation activities such as extracurricular activities greetings & salim, recitation of Al-Quran tadarus, Friday religious activities, congregational midday prayers and Asr congregational prayers as well as extracurricular activities for birthdays. habsyi and hadrah. According to in his journal, he mentions several kinds of religious values which were later adopted by the author as found in the activities at the MTsN 6 Banjar school as follows:

### **1. Worship Value**

The value of worship, the meaning of an individual asking for and serving himself from Allah, is the core value of Islamic religious teachings which conceptualizes that in this servitude, humans only believe in the existence of Allah and there is nothing else besides Allah. In Islam, there are two forms of worship values: mahdhah worship (direct relationship with Allah) and ghiru mahdoh worship (human interaction with others). Humans as God's creation

have obligations towards God and also each other to carry out obligations towards God to carry out his orders, because actions carried out on his orders are called worship. A person who is considered to have the value of worship can be seen through his attitudes and behavior as a belief that he believes in. One of the activities that is always carried out by every person who is aware of the relationship between humans and God is always to carry out worship based on faith and devotion to God at His command.(Muhammad & Musyafa', 2022).

The value of worship contained in activities at school really helps students to connect with their spiritual self, so that they know how important it is to worship and obey Allah, through daily activities carried out by students both in the environment. and at school to get rewards, happiness and become a better person and do good to others. Intracurricular activities that contain the value of worship such as greeting salim activities, reciting Al-Quran tadarus, prayers and Friday morning religious activities. Greetings are a prayer and hope to Allah for the person being greeted(AhsanulKhaq, 2019). Therefore, the greeting & salim activity is a teacher's effort to familiarize students with saying hello when they come to school. This is a form of getting mercy and blessings from Allah SWT besides that.

Reading Tadarus Al-Quran and praying in congregation are the values of worship in increasing faith, devotion and obedience to the commandments of Islamic religious teachings(Syarifah et al., 2022). The activity of reading the Al-Quran tadarus before learning where the teacher provides perseverance and encourages students to read the Al-Quran fluently, fluently and be able to apply it in everyday life as well as reminding students of the importance of carrying out fardhu prayers which are done together will provide rewards. the greater one. With this encouragement, students who are lazy will become diligent and willing to worship (Handayani & Alwin, 2024).

Religious Friday is a value of worship in order to get a reward or good value on Friday which is blessed by Allah SWT(Aulia, 2016). Readings such as Yasin, Dala'il and Burdah every Friday are the teacher's efforts to familiarize students with worship. This aims to bring about changes in students so that they get used to worship, fill their time by getting good deeds on Friday mornings.

Other values of worship can be illustrated through activities such as extracurricular activities such as birthday celebrations and hadrah. Activities will have the value of worship if they are carried out with good intentions in carrying out the activities for students to love the Prophet Muhammad SAW(Muhammad & Musyafa', 2022). Maulid poems and reading prayers during birthday and hadrah activities enable students to develop a love for the Prophet Muhammad SAW.

## **2. The value of the spirit of jihad**

Ruhul jihad which means the spirit of reason to work and struggle diligently or truly, which is based on the ideals of human life which involve the relationship between humans and Allah, fellow humans and nature. Jihad in Islamic teachings is the main focus in carrying out worship to Allah. Jihad means working and persevering according to tasks and goals to carry out beneficial obligations, such as mahdhah worship (such as prayer) and devotion to parents. The value of the spirit of jihad aims to foster and guide students' hearts in carrying out activities so that later the knowledge gained can be useful through the efforts given by educators in instilling the value of the spirit of jihad (Ilmy et al., 2024; Saswili et al., 2024). By studying seriously, you can focus and concentrate fully in participating in activities so that what you do does not result in failure in studying.

Carrying out and carrying out tasks in learning moral beliefs, Al-Quran Hadith, and Fiqh is something that has the value of the spirit of jihad. The teacher's efforts teach students to be serious about the knowledge provided in the learning materials presented so that failure does not occur in students in seeking knowledge and knowledge. The value of the spirit of jihad as a generator and motivator to move the soul within students to teach students to take part in activities seriously so that failure does not occur in the struggle to gain knowledge. The spirit of jihad teaches the importance of being serious in carrying out activities so that the knowledge given can be embedded in the habit. (Oktari & Kosasih, 2019).

## **3. Values of trust and sincerity**

Trust must become knowledge for educators, whether it is conveyed well or not to students. Until now, the teaching profession remains a profession that has not been touched by other people. The value of trust in the educational context held by educators and schools is the ability to establish educational institutions, they must be responsible to Allah, students and their parents, as well as society, regarding the quality of what they create (Firdaus et al., 2024). Sincerity can be interpreted as being free from feelings of self-interest for everything that has been done to someone. Terminologically, sincerity is human honesty towards beliefs or creeds from actions shown by the Almighty. The word sincerity from the Islamic religion is doing work solely because of Allah Ta'ala, not because he wants to gain personal (inner) benefit.

The value of trust and sincerity through activities at school gives students an obligation to carry out the trust that has been given as well as a sense of responsibility for their duties as a student and a Muslim as well as being sincere in participating in activities without any coercion and being happy to carry out activities at school. The value of trust given to students is in the form of a sense of responsibility for their duties as students in carrying out

their activities such as participating in Friday religious activities which are mandatory for all students. The value of sincerity in students participating in activities without any coercion is carried out happily (Putry, 2019).

The value of trust and sincerity in the extracurricular activities of Maulid Habsyi and Hadrah is to provide trust to students to carry out their respective duties and responsibilities such as tambourines, Maulid poetry readers and in the form of trust for their respective duties in hadrah activities, including poetry readers, tambourine players, movements, rudat dance or raising a special flag. The value of sincerity in carrying out these activities is only to gain useful knowledge and the pleasure of Allah in intention and sincerity in carrying out their respective duties (Hilmiati & Saputra, 2020).

#### **4. Moral values and discipline**

Moral values are given to students through etiquette and rules that can be applied later to students in their daily lives and in the school environment where they study (Rahman et al., 2024). Through Friday religious activities where a teacher appeals to students to be polite, courteous and orderly during the activity because this activity is attended by all students, polite and polite behavior must be maintained as a form of moral values that students must have. The value of discipline makes students always appreciate the time where students come before carrying out activities. This aims to ensure that students can apply discipline and respect time. (Nur & Taja, 2022).

Covering the intimate parts properly in clothing, maintaining attitude and behavior in the prayer room are moral values that are required of students when carrying out prayers. Be disciplined in obeying the rules, such as taking turns taking ablution water, not playing around when in the prayer room, filling and closing empty rows and not disturbing friends next to you. These moral and discipline values are able to teach students to carry out prayer activities well and correctly (Hilmiati & Saputra, 2020).

In learning such as moral aqidah, fiqh and Al-Quran hadith, the moral value given by the teacher is the importance of ethics in the form of manners, etiquette, good manners and character. These moral values will later become a habit for students to have good morals in the classroom and in the school environment. Discipline in obeying rules such as changing learning hours, students are not allowed to go in and out of class and maintain an attitude of not making noise in class. Religious values are given by teachers to be moral, ethical and disciplined in obeying the rules (Hidayah, 2021).

Moral and discipline values in extracurricular activities for the birthday of habsyi and hadrah include maintaining a good attitude and saying good words and arriving on time so that

the activities are carried out in accordance with the training time given by the school so that it does not take up the time of other activities. This aims to ensure that the implementation of activities is directed and conditioned. Therefore, morals and discipline are very useful in everyday life for behavior (Arliman S et al., 2022).

## **5. Exemplary values**

An example that has the meaning of being worthy of imitation or good to be instilled in everyday life. In religious terms, exemplary is preaching that provides a good example through real life actions in accordance with the recommendations of the Islamic religion. This example refers to the situation when someone follows in the good or bad footsteps of other humans or individuals in terms of goodness or badness in themselves. The exemplary value will be seen from the teacher's behavior in providing examples in activities in the school environment.

In the activities carried out every day at the Mtsn 6 Banjar school, teachers are able to provide motivation and example to students by establishing an inner relationship with them through greeting & salim activities, reading Al-Quran tadarus and congregational prayers. This aims to reflect the attitudes and behavior of students to be able to follow the footsteps given by the teacher in activities at school as expected, which will make students accustomed to saying hello, shaking hands and smiling. (Ahsanul Khaq, 2019).

Teachers as role models for students have the potential to have a huge influence on students in imitating many of the attitudes and behavior exemplified by the teacher, especially when entering the classroom, the teacher must say hello, get used to always keeping the seats tidy, and get students used to teach to read a prayer before starting the activity. This is done as an effort and desire to provide an exemplary example to students, so that later the efforts given will be useful for students' attitudes and behavior in an exemplary value. (Hariandi & Irawan, 2016). This includes activities such as reading tadarus Al-Quran, learning Aqidah Akhlak, Fiqh and Al-Quran Hadith.

A teacher provides a strong example of morals so that his students can set an example, such as discipline in carrying out prayers on time. Students will always be guided by the teacher to follow the example of being diligent in carrying out worship activities such as in congregational fardhu prayers. (Hilmiati & Saputra, 2020). Providing a good example, students can observe and naturally they will be able to follow and get used to behaving well within themselves.

Therefore, the results of the discussion regarding activities in the school environment based on religious values are very important for students because they form the religious character of students who have noble character, noble personality and character according to



the teachings of the Islamic religion. Activities in the madrasah environment have an important role in the scope of religious values in students. Through activities at school, students are taught to become good individuals and have noble character. The daily activities in the MTsN 6 Banjar school environment are classroom learning (aqidah, akhlak, al-Quran hadith, fiqh), extracurricular activities (greeting and salim activities, recitation of Al-Quran tadarus, Friday morning religious activities, congregational midday prayers and Ashar congregation), extracurricular (maulid habsyi and hadrah).

## **CONCLUSION**

The values in each activity will be internalized in students leading to changes from bad to good through guidance and examples from the school. various kinds of religious values that will emerge from each activity, namely the value of worship contained in activities such as greetings and salim, reading tadarus Al-Quran, congregational prayers, Friday morning religious services, birthdays and hadrah. The value of the spirit of jihad is contained in activities such as reading tadarus Al-Quran, Friday morning religious services, congregational prayers, learning moral creeds, learning fiqh, and learning Al-Quran hadith. The values of trust and sincerity are contained in activities such as Friday morning religious services, Islamic birthdays, hadrah and moral aqidah learning, fiqh learning, Al-Quran hadith learning. Moral values and discipline are contained in activities such as congregational prayers, habsyi birthdays, hadrah, moral aqidah learning, fiqh learning, Al-Quran hadith learning. Exemplary values are contained in activities such as greetings and salim, reading Al-Quran tadarus, congregational prayers, learning moral creeds, learning fiqh, learning Al-Quran hadith.

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