

Planning for the islamic education environment At SMA Arrahman Depok

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ABSTRACT

Education is a conscious and planned effort to obtain a conducive, safe and comfortable learning atmosphere and process. An educational institution is a place for someone to obtain an education in which there are students, educators, educational staff. All existing components, including objects and plants, are referred to as the environment. The educational environment needs to be supported to achieve the planned goals. The need for planning in the world of education so that it does not become a vital thing and failure. Educational environment planning in the form of physical, social and academic environments. This educational research method uses qualitative, researchers analyze and describe the results obtained. The research results were obtained through interviews, documentation and observations carried out at Arrahman High School, Depok. The results of the research state that digital-based schools do not forget Islamic values in them. Education teachers and other staff try to integrate science and technology and IMTAQ on an ongoing basis. This is because the school is under the auspices of the Islamic Education Foundation. Recommendation for other researchers can be more specific in discussing environmental elements.

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Introduction

Education is a crucial aspect in shaping a complete individual. It molds individuals into the quality of their character, whether good or bad. The goodness or badness of an individual also stems from their environment. A positive environment leads someone towards positivity, while a negative environment can lead them towards negativity. Therefore, a good environment that supports personal development is necessary. This is especially important given the current prevalence of situations and behaviors that deserve attention, particularly among educational institutions and parents of students.

The urgent and dangerous situations currently occurring among students are related to a crisis in moral values. The crisis in morality affecting students includes various misconducts such as student conflicts, cheating habits, and many others related to moral crises. Another issue in today's educational world is the quality problem, which is still lagging compared to neighboring countries such as Malaysia and Singapore. Additionally, the shortage of job opportunities contributes to the increasing number of secondary schools and university graduates. The data on rising unemployment is highlighted by the Association of Higher

Education in Communication Sciences, stating that the contribution to unemployment in Indonesia comes from graduates, with a rate of 25 percent from 2017 to 2019 (Pawero, 2021).

The crisis in morals or morality in Indonesia is caused by the flow of globalization and the rapid development of technology. In the school environment, educators play a significant role in guiding, instilling, and fostering Islamic values in students. Being a quality human being is not only about being intelligent in the cognitive aspect but is also accompanied by the affective aspect. Unemployment is a social crisis in society with a focus on the community. If unemployment is not addressed promptly, it will have an impact on the community environment, leading to issues such as increased crime rates. This problem also poses a challenge for educators and educational institutions themselves. It is a positive aspect for an educational institution to produce students capable of withstanding the challenges of life in any situation. Islam is a religion that truly cares about its environment. The religion has commanded its followers not to cause harm to the environment. According to Purwidiyanto, the current reality shows that environmental issues within Islam are narrowed down only to the matters of *hablumminallah* and *hablumminannas* (Nurulloh, 2019).

Planning, according to Cunningham, is the selection and connection of knowledge, reality, thinking power, and assumptions for the future, aimed at formulating and visualizing desired success, arranging essential activities, and behaviors within acquired boundaries, which will be used in problem-solving (Hamzah B. Uno, 2006, p. 1). Hamzah's perspective on planning is that it is a system formulated to ensure that activities run smoothly, accompanied by various anticipatory measures to narrow down existing gaps, thereby achieving the intended purpose (Hamzah B. Uno, 2006, p. 2). Athoillah Anton views planning as a continuous activity involving the effort to create a program covering everything that is implemented, establishing goals, policies, leadership guidelines, procedures, and methods to achieve those goals. Another expert, Maqrifah, as cited by Poetri, states that planning is the initial action emphasized on the principles of efficiency and effectiveness in the life of an organization (Hamzah B. Uno, 2006, p. 2).

Generally, planning is one of the management functions in a business activity. The initial step in management is planning. In general, planning is associated with defining vision, mission, goals, targets, strategies, and resource allocations. Basically, it involves formulating and determining achievement plans and activity plans that align with the initial planning (Ramadhani et al., 2021). Ilaar outlines several objectives of planning, including: (1) monitoring standards, aligning implementation with planning; (2) understanding the targets of activity completion; (3) knowing involvement, both in terms of quality and quantity; (4) obtaining systematic activity budgets, including expenditures; (5) detecting challenges that pose obstacles; (6) guiding towards objectives; (7) minimizing time, cost, and energy-consuming activities; (8) detailing activities; (9) aligning and integrating sub-activities (Luneto, 2023, pp. 11-12).

Educational planning holds a fundamental and crucial position in an educational organization or institution. The essence of implementing planning in educational institutions or schools emphasizes the relevance, effectiveness, and efficiency of every ongoing educational process. The achievement of educational planning goals and targets should proceed according to the set objectives (Mayasari et al., 2022, p. 12). Therefore, effective planning should be done at the beginning, requiring thorough and thoughtful consideration. If planning is not accurate in its scope and target, it can have a significant impact on the planner or the institution.

Turning to the environment or what some experts refer to as the living environment. The environment encompasses living and non-living components surrounding humans that support activities in life. The environment is divided into three parts: natural or external environment and internal environment. The external environment includes plants, houses, water, climate, animals, and so on. Meanwhile, the internal environment includes food inside the stomach. Humans are positioned in the middle of the external and internal environments. This emphasizes the difficulty of confining oneself to the social environment (Mutaqin et al., 2021).

Environment, in general, is defined as a collection of backgrounds consisting of objects, forces, conditions, and living beings, including humans and their behaviors, that influence the sustainability of human life and the well-being of other living beings. The environment has a significant impact because children learn about life through their surroundings. The Educational Environment is an area, place, or region for an individual to be taught, accustomed to developing themselves into better individuals, both in terms of thinking, attitude, and skills (Mayasari et al., 2022, p. 124).

According to Umar Tirtaraharja, the educational environment is the setting for educational activities, especially in the three main educational environments: the family environment, the school environment, and the community environment. These environments are called the educational trisentral. The function of the Educational Environment is to assist learners in interacting with various environments around them (physical, social, cultural). Each education center has a significant role in the three educational activities: (1) Guidance in efforts to strengthen personal development, (2) Teaching in the mastery of knowledge, (3) Training for skill proficiency (Hidayati, 2016). The educational environment plays a role in fostering a child's interaction with the social, cultural, and physical environments around them (Lohy & Pribadi, 2021).

The Educational Environment is inseparable from educational institutions. Educational institutions in Indonesia are divided into three categories: formal education, non-formal education, and informal education. According to Ki Hajar Dewantara, known as the father of national education, three educational centers, including family education, school education, and community education, complement each other in objectives, principles, benefits, and tasks. The types of environments, according to Ki Hajar Dewantara, are classified into several learning places: (1) Family Environment; According to Zakiah Darajat, the family environment is the first and primary educational space for a child to acquire knowledge, education, and guidance. Family education is obtained through the family, which includes parents, siblings, and other relatives. The essence of the family is essentially an education center with inherent educational values (Rosyadi et al., 2021). (2) School Environment; The role of the school environment in addressing student misconduct takes the form of adequate physical facilities, security, orderliness, and classroom facilities. An organized and beautiful environment can gradually reduce student misconduct, as students will feel more comfortable in the classroom. The school environment includes: (a) Physical school environment, covering the surroundings and everything that supports the learning process, such as sturdy buildings, learning tools, lighting, desks and chairs, learning resources, and media such as Wi-Fi, laptops, books, and others. (b) Social environment, concerning students' relationships with their peers, teachers, and other staff in the school environment (c) Academic environment, the surroundings of the school and the implementation of activities in the school, such as extracurricular activities (Lubis, 2022). The physical environment not only supports students but must also support educators, as it is a factor that can influence teacher performance, such as adequate facilities (Munawir et al., 2022). (3) Community Environment; According to Ahmad, the community is a non-formal institution consisting of a group of people helping each other in their lives to achieve a goal (Rosyadi et al., 2021). Community Education, where a child must gain their own experiences and build friendships with other communities. Community education occurs when someone is outside of formal and informal education, meaning they are outside the family and school environments.

According to Suwarno Wiji, education is the success of a nation's civilization developed based on the concept of the nation's life, which becomes the philosophy of its education. Hasbullah defines education as the ability to fully integrate the personality of an Indonesian human and is expected to develop one's potential in facing the complexity of problems in society. Education means guiding the entire personality and developing and utilizing one's potential (Mayasari et al., 2022). Islamic education is a concept or design of education that seeks to instill Islamic values in all aspects of human life, especially in the educational process, which holds a significant contribution to realizing individuals with Islamic personalities who understand Islamic sciences and practice them in their daily lives. Islamic education is crucial

in the educational process to ensure that education is carried out, applied, and developed well according to its foundations, namely the Quran and Hadith (Arifin & Rizaldy, 2023).

Meanwhile, the Islamic education environment is characterized by its Islamic features. Islamic educational institutions have a religious atmosphere in their environment, including: (1) the creation of a religious educational environment, (2) the establishment of worship facilities, (3) the realization of teaching methods using an Islamic values approach in every environment-based learning, (4) the manifestation of exemplary behavior from educators with noble morals, especially within the environment (Nurulloh, 2019). In implementing these four components, holistic, futuristic, and humanistic learning needs to be realized within it to achieve education based on Islamic values grounded in the Quran and Hadith. The educational atmosphere requires a supportive environment for the teaching and learning process, for guidance and direction. The educational environment requires good planning to achieve a comfortable, beautiful environment that can support teaching activities to achieve the desired goals.

Creating educational institutions with a comfortable atmosphere and supporting learning which involves various elements of the environment including school principals, staff and educators, students and parents who also have an important role. If executed well, parents, as expressed by Siregar, understand the importance of education for their children, provide all the facilities to support their child's development, and participate in regular meetings with the school to collaboratively find solutions to school issues (Fahmi & Bitasari, 202)

Methodology

The methodology employed in this research utilizes a qualitative analysis approach. This method focuses on analyzing the obtained data. Data collection techniques involve triangulation, combining structured interviews with interview instruments, documentation of the site, and on-site observation. Triangulation is employed, combining structured interviews with interview instruments, documentation of the site, and on-site observation to ensure data accuracy and reliability. The technique used is Miles and Huberman the analysis involves the collection, classification, and reduction of data, leading to drawing conclusions. The research is conducted at SMA Arrahman Depok. Key informants are obtained through the school principal, Islamic Education teachers, and student affairs personnel.

Results and Discussion

According to Ki Hajar Dewantara, the Educational Environment is classified into several learning places: the family environment, the school environment, and the community environment. The Educational Environment encompasses all external aspects of a child within the universe that influence their development directly or indirectly, intentionally or unintentionally, including objects, humans, atmospheres, and events surrounding learners that can influence their development. The environment is a part of the social environment (Sutianah, 2021).

The form of non-physical school readiness can be seen from elements within the school institution, including the school principal, educators, students, and parents. (1) School Leadership; The school principal serves as a leader in a school environment to achieve planned goals. (2) Educators and Staff; The role of educators as facilitators in learning centers on the goals to be achieved. Therefore, educators must continuously develop their potential, educational goals, and operational plans. Educators are involved in developing an operational curriculum, such as lesson plans and syllabi, and other teacher administration. Staff or education support staff are tasked with assisting the school principal and teachers with school administration, the library, student affairs, and other related tasks. All of this needs to be continuous to create a good and conducive working atmosphere. (3) Students; Students are the subjects of the curriculum implementation because the curriculum is currently aimed at students, not teachers or educators. Students are an important part of the learning process.

Therefore, a student must actively participate in learning so that the learning process can run optimally. (4) Parents or guardians; The success of a school is determined by the participatory role of parents in supporting school programs. Hence, collaboration between the parent community and the school is necessary for the implementation of all planned school programs. The form of non-physical school readiness can be seen from elements within the school institution, including the school principal, educators, students, and parents. (1) School Leadership; The school principal serves as a leader in a school environment to achieve planned goals. (2) Educators and Staff; The role of educators as facilitators in learning centers on the goals to be achieved. Therefore, educators must continuously develop their potential, educational goals, and operational plans. Educators are involved in developing an operational curriculum, such as lesson plans and syllabi, and other teacher administration. Staff or education support staff are tasked with assisting the school principal and teachers with school administration, the library, student affairs, and other related tasks. All of this needs to be continuous to create a good and conducive working atmosphere. (3) Students; Students are the subjects of the curriculum implementation because the curriculum is currently aimed at students, not teachers or educators. Students are an important part of the learning process. Therefore, a student must actively participate in learning so that the learning process can run optimally. (4) Parents or guardians; The success of a school is determined by the participatory role of parents in supporting school programs. Hence, collaboration between the parent community and the school is necessary for the implementation of all planned school programs (Fahmi & Bitasari, 2021).

1. Educational Environment Planning at SMA Arrahman Depok

Educational institutions serve as platforms for students to acquire knowledge, and formal educational institutions must have a well-structured planning to achieve their educational goals. SMA Arrahmaniyah Depok is a school under the auspices of the Islamic Education Foundation and holds the national title as the best digital school. This digital-based school does not overlook moral values within the school environment. The school consistently integrates technology with Islamic values, aligning with its Vision and Mission. The school's vision is to create intelligent, skilled individuals based on faith and piety, promoting environmental awareness towards a healthy school. The mission includes: (1) developing lessons through the PAIKEM approach, (2) enhancing faith, piety, and fostering noble character, (3) optimizing scouting and sports extracurricular activities, (4) preparing a generation with a foundation in science and technology, (5) instilling love for the environment, and (6) cultivating a healthy lifestyle.

The research conducted with the school principal of SMA Arrahman Depok, Mr. Iqbal Maulana, M.Pd, discussed the educational environment planning to enhance the quality of the school, which includes:

a. Implementing a Digital-Based School

The term "digital school" refers to a school based on data. This decision is rooted in a needs analysis, considering the current era's technological advancements. The younger generation today shows a strong interest in technology. Therefore, the school has embraced a digital-based approach, where all supporting elements of learning within the school are no longer physical but packaged in technological forms. The technology used is the SISEKO system, which stands for School Administration Information System. This system, developed directly by the school principal, has been presented to the Ministry of Education and Culture (KEMENDIKBUD). The School Information System (SISEKO) encompasses features such as attendance, student data, data on teaching staff, and educational staff, all web-based within a network created by the school. One notable advantage of SISEKO is its integration with WhatsApp for parents. When students digitally record their attendance, it is automatically logged and their face is captured. This ensures continuous monitoring of students, minimizing the possibility of truancy.

The school's library has also gone digital through collaboration with Erlangga, utilizing the eBook Erlangga application. This app can be installed on students' and staff's smartphones, providing access to digital resources from anywhere. Storage systems within the school have transitioned to digital using SYMOLOGI, which is connected to laptops within the school.

b. Development of the School Environment

The development of the physical environment for effective learning, as implemented by the school principal, involves all teachers being required to use the provided system. Teachers must perform digital attendance for themselves and take attendance for students digitally. All of this is consolidated within a single application accessible to the entire school community and directly monitored by the school principal.

c. Strategies in Integrating Technology

Many educators already utilize Learning Management Systems (LMS) in their teaching practices. This means that e-learning has been integrated into the learning process, encompassing student pocketbooks, materials, and instructional videos. Thus, even when educators or students are not physically present at school, they can access these resources outside the school environment.

d. Adequate Facilities and Infrastructure

Facilities and infrastructure that support educators and students within the school environment include each classroom being equipped with Wi-Fi, projectors in each class, air conditioning (AC) in every classroom, CCTV throughout the school, a library, prayer room (musholla), restrooms, and a parking area. These facilities support the teaching and learning activities within the school.

e. Approach to Students with Special Needs (ABK)

The school continues to welcome students with special needs, including those with speech and hearing impairments. The approach involves emphasizing that all educators must use audio-visual-based learning every one or two weeks. This ensures that students with special needs are served and facilitated in the learning process.

f. Management of School Resources

School resources are derived from the budget allocated by the School Operational Assistance (BOS) and the Middle School Universal Education Aid (BPMU). These funds are directed towards the school's infrastructure and facilitating various needs within the school. The school also receives support from the government in the form of laptops, Wi-Fi, and projectors, as it is recognized as a national top-performing school.

g. Strategies for Inclusive and Multicultural Environments

The school principal endeavors to facilitate all aspects of learning needed by teachers. This begins by providing laptops for administrative staff (tata usaha), and similar provisions are planned for teachers in the future. The school principal ensures equal treatment for all staff members without discrimination. All subjects are integrated into the curriculum, and each subject has its allocated time.

h. Student Discipline Measures

The school does not employ physical punishments. Instead, students are required to memorize the entire Juz 30 of the Quran. This ensures that each duty teacher is obligated to memorize Juz 30, allowing them to guide the students effectively.

i. School Development Planning

School development planning is conducted collaboratively by the school principal and all staff within the school. Planning takes place at the beginning and end of each academic year. The beginning-of-the-year planning involves an Initial Homeroom Teacher (IHT) meeting with supervisory guidance and the school principal.

j. Cleanliness and Health in the School Environment

Practices include prohibiting students from wearing shoes inside the classroom, ensuring cleanliness. Additionally, students are encouraged to take turns on duty to maintain a clean and orderly environment.

k. School Social Activities

Social activities are typically carried out during specific times such as Ramadan and other months. Other social activities include visiting sick friends, condolences for the deceased, distributing basic needs to the community, and purchasing cleaning equipment for the prayer room (musholla).

l. Collaboration with Relevant Communities

Collaboration with parent communities occurs at the beginning of the year, discussing various components within the educational environment, such as student discipline, punishments, school programs, and financing. This collaborative effort ensures that parents are well-prepared for the school's plans and helps achieve the desired goals. Other collaborations are also established with health centers.

The role of the school principal in an educational institution is crucial. The principal serves as the captain for the smooth operation of the educational institution. To achieve the desired goals of the educational institution, the principal first performs thorough planning to outline what needs to be executed, programmed, and future goals. After this planning phase, the principal manages and evaluates the previously programmed plans. As in the case of the principal of SMA Arrahman Depok, it all started with an analysis of the needs of students in the current era, showing an interest in technology. Until now, the school has been operating as a digital-based school, and the long-term plan is to introduce a card-tapping system for students' transactions.

2. Learning Environment Planning at SMA Arrahman Depok

A safe, comfortable, conducive, and well-facilitated learning environment is key to the success of a school in supporting effective teaching and learning activities. The distinctive feature of this school is its environment that combines technology without neglecting Islamic values.

Based on an interview with the Islamic religious education teacher (Mrs. Usmayanti Nurhalizah, S.Pd), the Islamic learning environment planning includes:

a. Teaching Methods:

- 1) Lecture Method: The lecture method is used by teachers as a way of oral presentation to explain lesson materials. This method is typically teacher-centered, with students actively listening to what the teacher conveys.
- 2) Discussion Method (Mujadalah): The discussion method, known as "Mujadalah" in Islamic teaching, involves students exchanging thoughts and conclusions collaboratively. Unlike traditional discussions, it includes the entire class and the Islamic religious education teacher during classroom sessions.
- 3) Question and Answer Method: The question and answer method involve the teacher posing questions to students for them to answer. Questions may be related to previously covered material or can be open-ended, allowing students to seek clarification on the presented content.
- 4) Jigsaw Method: The jigsaw method complements teaching by dividing students evenly into cohesive units to achieve learning objectives. It emphasizes cooperation among group members in tasks such as collaborative assignments or projects.

b. Learning Media: The school embraces digital technology, and the Islamic religious education teacher utilizes Google Site as a learning medium. Typically, assignments are created for students, who can then directly upload their tasks to Google Site. This platform serves as a convenient space for task submissions and technology utilization, making it easier for students to submit their work.

To instill Islamic values in the learning environment, the Islamic religious education teacher teaches students to behave honestly and with discipline. Furthermore, to nurture students' character, the teacher begins each learning session with the recitation of "Juz 'Amma." To foster spiritual and religious attitudes, the school, particularly the Islamic

religious education teacher and other staff, collaborates in religious activities such as dhikr (remembrance of God) and Quran recitation. The school mandates all students to memorize Juz 30, contributing to character-building efforts.

The school has moved away from physical punishment, instead adopting educational disciplinary measures, such as having students memorize a chapter from Juz 30, with the intention of creating a deterrent effect. In the learning environment, the Islamic religious education teacher instructs students to perform ablutions when they feel drowsy in class.

Beyond the school, the Islamic religious education teacher involves external communities by assigning tasks that require data collection from sources outside the school, such as interviewing teachers from other institutions or interviewing religious scholars in local study groups or religious gatherings near their homes.

Evaluation of submitted tasks is done through written and oral exams for each chapter. The Islamic religious education teacher emphasizes the development of Islamic literacy, encouraging students to memorize Hadiths along with their meanings within a given timeframe.

A teacher's role in school goes beyond being an instructor; they are tasked with educating their students to possess good morals in line with Islamic values, ultimately aiming to achieve the full objectives of Islamic education.

3. Social Environment Planning at SMA Arrahman Depok

Based on an interview with the student affairs coordinator (Mrs. Eulis Fauziyah, M.Pd) at SMA Arrahman Depok, the following results were obtained:

a. Approach to Students:

Conducting face-to-face approaches to students during learning activities in the social school environment for the purpose of effective learning processes.

b. Extracurricular Activities:

Students actively participate in extracurricular activities that support social interactions among them. Engaging in extracurricular activities allows students to meet peers from different classes, and participating in competitions provides opportunities to interact with students from their school environment. The school mandates participation in scouting extracurricular activities, which is integrated into the independent curriculum. Scouting itself instills various values, including discipline and responsibility in their work.

c. Promoting Togetherness:

Promoting togetherness is a strategy employed to prevent bullying or cyberbullying. The implementation includes communal meals and the display of posters addressing bullying prevention.

Based on the interview results, creating a positive social environment for students can enhance a sense of togetherness and reduce instances of verbal or physical violence in the school social setting. This approach also enhances students' skills, preparing them for the next educational stages by actively participating in both mandatory and optional activities as programmed by the school under the umbrella of extracurricular activities.

Conclusion

The planning of the Islamic Education environment encompasses educational, learning, and social environment planning. The Educational Environment planning consists of 12 strategic elements, including: (1) Implementing a Digital-Based School, (2) Developing the Physical School Environment, (3) Strategies for Integrating Technology, (4) Adequate Facilities and Infrastructure, (5) Approach to Students with Special Needs (ABK), (6) School

Resource Management, (7) Strategies for Inclusive and Multicultural Environments, (8) Disciplinary Measures for Students, (9) School Development Planning, (10) Cleanliness and Health in the School Environment, (11) School Social Activities, and (12) Collaboration with Relevant Communities.

The planning of Islamic education conducted by Islamic religious education teachers includes: (1) Teaching methods such as lectures, discussions, question-and-answer methods, and supplementary support through the jigsaw method; (2) Utilizing digital-based teaching materials due to the school's digital foundation.

The curriculum department's planning in creating a safe and comfortable social environment involves: (1) Approaching students and parents, (2) Organizing extracurricular activities as social platforms, and (3) Enhancing togetherness to prevent undesirable incidents. Technology is globalization which has a positive impact on the field of education. Digitalization of schools is a civilization to support teaching and learning activities that are interesting and not boring. Future research recommendations should examine more specifically the technology used in teaching and learning activities in the classroom environment which can have an impact on creating interesting learning. Then the next recommendation is that the author research the social and community environment more specifically regarding good environmental planning.

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