



Hāfīzh Qur'an Educational Game as a Media for Memorizing the Qur'an at the Daarul Huffadz Indonesia Islamic Boarding School, Citeureup Branch
(Review of the Philosophical Values of Qur'anic Verses)

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Abstract

By making it as content, this study sees the Hāfīzh Qur'an educational game as a means for students who are undergoing muroja'ah and helps them in memorizing the Qur'an. The students can then improve their memorization of the Quran because they are so excited or entertained. The design and implementation of learning games about the Qur'an and the reasons for the establishment of the Daarul Huffadz Indonesia Islamic Boarding School Citeureup branch are the problems that are being researched. The idea and implementation of the Qur'an hafizh educational game at the Daarul Huffadz Indonesia Islamic Boarding School Citeureup branch is the subject of this qualitative research. Field research is this type of research. Data collection methods include documentation, interviews, and observations. The steps of Miles and Huberman data analysis are data collection, data reduction, and data presentation, which are then used in data analysis techniques. The findings of the study show that the educational game of hafizh Al-Qur'an is in the form of a guessing game including the title of the surah and related verses. Entertain, eliminate boredom, improve memory, engaging, and much more. During the implementation of the Hāfīzh Qur'an educational game, students use laptops to solve puzzles to compose the names of the surahs in the Qur'an. In the verse continuation game, the ustadzah read one verse first, then continued by the Citeureup branch students in turn. The purpose of the Hāfīzh Qur'an educational game is to keep students engaged, facilitate memorization, and encourage the next generation to remember the Qur'an through its content.

Keywords: Games, Concepts, Memorizing the Qur'an

Abstrack

By using it as content, this research looks at the Hāfīzh Qur'an educational game as a tool for female students who are undergoing muroja'ah and helps them memorize the Qur'an. The female students can then improve their memorization of the Al-Quran because they are so enthusiastic or entertained. The design and implementation of learning games about the Al-Qur'an and the reasons for the establishment of the Citeureup branch of the Daarul Huffadz Indonesia Islamic Boarding School are the problems studied. The idea and implementation of the Al-Qur'an hafizh educational game at the Daarul Huffadz Indonesia Islamic Boarding School, Citeureup branch, is the subject of this qualitative research. Field research is this type of research. Data collection methods include documentation, interviews and observation.

Miles and Huberman's data analysis steps, namely data collection, data reduction, and data presentation, are then used in data analysis techniques. Research findings show that the Al-Qur'an hafiz educational game takes the form of a guessing game including the title of the surah and related verses. Entertaining, eliminating boredom, improving memory, interesting, and much more. During the Hāfīzh Qur'an educational game, female students used laptops to solve the puzzle of arranging surah names in the Qur'an. In the verse connecting game, the ustadzah reads one verse first, then the Citeureup branch students take turns continuing. The aim of the Hāfīzh Qur'an educational game is to keep female students engaged, facilitate memorization, and encourage future generations to remember the Qur'an through its content.

Keywords: Game, Concept, Al-Qur'an Memorization

Introduction

Android-based agent vs garbage environment using *construck* 2. Teaching their children to protect and love the environment. Then recognize the types of garbage, and reduce the number of people who throw garbage carelessly because the community is aware of protecting the environment and knowing the dangers of littering.(Purnomo, 2020) The method of memorizing the Qur'an at the Daarul Huffadz Islamic boarding school in Indonesia in addition to *Game* carried out by the method of *tawazun* (balanced between the right and left brains) can speed up the memorization of the Qur'an.(Hotimah & Rahman, 2021, pp. 1-) Other Islamic boarding schools do not use the *tawazun* in memorizing and *muroja'ah* The Qur'an is by the *wahdah* method, special methods, and others.(Handayani, 2020) Previous research related to *educational game hāfīzh Qur'an* only limited to the discussion of the *Game* and the impact of the effectiveness of the method of memorizing the Qur'an. This research is focused on the philosophical value that exists in the verses of the Qur'an as a medium for memorizing the Qur'an at the Daarul Huffadz Islamic boarding school in Indonesia.

It can be seen from previous studies that the intellectual element of the verses of the Qur'an that is the basis of educational

games has not been thoroughly studied. Therefore, the purpose of this research is as a foundation for further research as well as a source of inspiration for contemporary Qur'an memorization methods that can be applied in various Tahfidz households. Therefore, there are at least two problem formulations suggested by this study. *First*, what is the concept and implementation behind and how is the implementation of the hafizh Al-Qur'an educational game at the Daarul Huffadz Indonesia Islamic Boarding School Citeureup branch? *Second*, how the Qur'an verses that encourage the Daarul Huffadz Indonesia Islamic boarding school Citeureup branch in implementing media *educational game hāfīzh Qur'an*? These two formulations of the problem are a reference for research in exploring the concept and implications of *educational game hāfīzh Qur'an* at the Daarul Huffadz Indonesia Islamic boarding school Citeureup branch, as well as the foundation of the Qur'an verses that motivated him.(Nurmadiyah, 2020)

The strategy carried out by the students of the Daarul Huffadz Indonesia Islamic Boarding School Citeureup branch in memorizing the Qur'an deviated from the postulates of the educational game of hafizh Al-Qur'an. The multimedia team that serves as a game administrator at the Daarul Huffadz Islamic Boarding School Indonesia created new social media-based games to

become educational games based on Islam, especially the Hāfīzh Qur'an educational game. Educational games have become popular on various social media platforms. Then it was applied at the Daarul Huffadz Indonesia Islamic boarding school which was carried out by the students at the Daarul Huffadz Indonesia Islamic boarding school Citeureup branch. The forms used are *Puzzle* (guess the name of the surah) by arranging the word into the name of the surah in the Qur'an) and continue the verse. Existence *educational game hāfīzh Qur'an* to make it easier for students to memorize, make them more active, eliminate boredom, and improve their memorization of the Qur'an. According to the *Multimedia Team* Daarul Huffadz Indonesia Islamic boarding school Citeureup branch The practice is carried out to make it easier and eliminate the boredom of students in memorizing the Qur'an. (Mursalim & Ramdani, 2016). Therefore, this research is important to uncover the motivation of the reading of the Daarul Huffadz Indonesia Islamic boarding school on the narrative of the verses of the Qur'an in the spirit of memorizing the Qur'an.

Research Methods

The idea and implementation of the Qur'an hafizh educational game at the Daarul Huffadz Indonesia Islamic Boarding School Citeureup branch is the subject of this qualitative research. Data is collected directly from the field as part of the field research methodology. Six administrators responsible for the creation and execution of the game and multimedia were interviewed, observations were made in October 2023, and relevant supporting documentation was collected. The data analysis method adheres to the three main processes suggested by

Miles and Huberman. To ensure that the focus of the research is maintained and provides deeper insights at the next stage of data collection, the first step taken is to collect data using targeted techniques. Second, to create a clearer picture and facilitate further analysis, data reduction is carried out by summarizing, selecting relevant information, and finding developing themes and patterns. Third, the presentation of data is carried out in a descriptive form, using narrative descriptions, charts, or flowcharts to describe the relationships between categories that arise from the results of the research. This approach allows researchers to deeply understand the implementation of the Qur'anic hāfīzh educational game in the context of the pesantren.

The three main components of Jujun S. Suriasumantri's theory, namely: ontology, epistemology, and axiology, are used as references in the philosophical methodology of this study. This study examines the actual demands of students in memorizing the Qur'an and how technology can be used as an aid in the memorization process from an ontological perspective. Creating an instructive game of hafizh Al-Qur'an requires a strong understanding of the relationship between technology and user experience. The learning process of memorizing the Qur'an and how the information is transformed into an educational game mechanism that can help students improve their memorization in a fun and interesting way is the main topic of the epistemological element. Meanwhile, the axiology aspect highlights the importance of considering moral and ethical values in the development of this game, considering that the Qur'an is a holy book that must be

respected. In this context, the Qur'anic hāfīzh educational game must not only be educationally useful, but also must be in accordance with religious values. To achieve this goal, this study collects data through observation, interviews, and documentation, which are then analyzed using the Miles and Huberman approach which includes data collection, data reduction, and data presentation.

Results and Discussion

A. Concept and implementation of hāfīzh Qur'an educational game at Daarul Huffadz Indonesia Islamic boarding school Citeureup branch

Table 1. Forms of Qur'an hāfīzh education

Game Name	Description
Guess the Name of Surah (puzzle)	<i>The Qur'an hāfīzh educational game is in the form of a puzzle by arranging words into the names of the surah in the Qur'an.</i>
Continue Verse	Continuing the verse read by <i>the ustadzah</i> . By reciting verses of the Qur'an according to the memorization of the students.

The student who played the puzzle game as seen above, sorted the words into one of the titles of the Quran's surahs, especially Al-Hajj. Guess the name of the surah of the Qur'an to identify it. By composing the words in the game, students can create the names of the surahs listed in the Qur'an. The game manager came up with the idea of creating a puzzle game to educate students about the names of the letters mentioned in the Quran. Students or memorizers of the Qur'an must know the titles of the surahs in addition to studying and understanding the verses.

About *Puzzle Games* FPA said: "With this game, it can increase the knowledge of students in recognizing the letters in the Qur'an and test the memorization of random verses of the Qur'an that they have memorized during the learning process at the boarding school (with the method of connecting verses) and this is expected to provide new innovations for children's learning methods.(Muammar, 2013)

Based on the results of the above research, this game introduces the names of the surahs in the Qur'an to female students, especially those who memorize the text. The names of the letters in the Qur'an must also be known by the memorizer, in addition to having to memorize the entire text. Because, as a memorizer of the Qur'an, it is not just about memorizing the Qur'an. In addition, it can provide new innovations for children's learning methods. Then with the existence of *Puzzle Games* By guessing the name of the surah realizes a high concentration power, because it sorts the words that are not collapsing into the right words in a short time and with the encouragement of the cheering team.



Figure 1



Figure 2

Sentence connection game that adjusts to the student's memorization of the inquiry concept given by Ustadzah ED. Because it is to repetition and strengthen the memorization of students. In addition, it can provide an increase in the focus of students.

Departing from the concept *Game* continued the sentence, ME stated the concept of *Game* which is made is *educational game hāfīzh Qur'an*. One of them is *Game* continued the sentence, *Game* continued this verse, usually students memorize the Qur'an from the beginning of the verse. Santriwati Daarul Huffadz Indonesia Citeureup branch for the new school year is given a maximum of three months to complete *Ziyadah* (adding memorization). By the method of *tawazun* (a method of memorizing the Qur'an quickly that maximizes the performance of the left brain and right brain in a short period of time). (Pandapotan Nasution, 2005) JJR as chairman *Multimedia* also argued, about the concept of *educational game hāfīzh Qur'an* is a concept *Game* which was made as one of the media for da'wah and promotion of Islamic boarding school advertisements. By using a learning method based on *game (Game Based Learning)* So that the spread of learning and da'wah becomes more interesting. In addition, it can increase the effectiveness of

learning for students as well *Audience* on social media. (Rahaman & Tabanjeh, 2023)

Furthermore, BAP stated that the concept of *educational game hāfīzh Qur'an* carried out by the *Multimedia* can be followed by students who already have memorized the Qur'an. As well as the concept taken for the implementation of the *Game* is a question and answer between the students as the answerer and *Ustadzah* as a questioner. (Nurmadiyah, 2020)

The results of research in the field that the existing concept is that the one who follows *Game* There are two *Ustadzah* namely named *Ustadzah* ED and *Ustadzah* Ulfa. Then there are two administrators, namely JJR and his friend named BAP. Furthermore, there are 16 students who participated in the *Game* aforementioned. *Game* There are two things that are held, namely connecting verses and guessing the name of the surah with the concept of *Puzzle* which is done by marching backwards and forming into two groups. Based on the results of the interview, the researcher obtained from FPA that the concept of *Game* This will present word guesses from the names of the letters in the Qur'an and continue the verses. (Wahbah Al Zuhaili, 1997)

Some of these statements can be explained by the concept of *educational game hāfīzh Qur'an*. This *emergency* (important or emergency) so that its implementation is carried out. The students had only three months to memorize the verses of the Qur'an. Because, when applying *Game* The verse can facilitate or improve the memory of the students. Then before the application *educational game hāfīzh Qur'an* do *Briefing* (preparation)

from the segment of the students into two groups from 16 students to each group are eight students who participated in the *Game* aforementioned. Then they were given time to pray for a moment to strengthen the memorization of the Qur'an. Then one media is a means of da'wah and promotion of Islamic boarding school advertisements. By using a learning method based on *game* (*Game Based Learning*) So that the spread of learning and da'wah becomes more interesting. In addition, it can increase the effectiveness of learning for students as well *Audience* on social media. (Yuliantika, 2017)

In addition, each student (participant) *Game*) takes a position with a row back. Management *Game* (multimedia team) starts recording or taking video during *Game* implemented, this stage is the *Taking* (taking) the video at the Citeureup branch. Then *educational game hāfīzh Qur'an* After the implementation was completed, the multimedia team did video editing *Game* that has been taken before. After that, before being published on social media, it needs approval from each party concerned in *Game* (multimedia team, *Ustadzah*, and santriwati. Last, after obtaining further approval for the upload process on social media. Then *educational game hāfīzh Qur'an* implemented according to needs. Regarding the number of uncounted because each branch also holds *Game* aforementioned. But according to the NSA that *educational game hāfīzh Qur'an* implemented three times a week. (Arinda & Mansoer, 2020)

JJR as the chairman of the multimedia management is of the opinion on the implementation of *educational games hāfīzh Qur'an*, "The implementation procedure begins with the stage of

determining the type of *games that* will be made, then the stage *Briefing* To make a schedule as well as the arrangement of activities both to the teachers/*ustadzah/ustadz* also to the students, then proceeded to the stage of preparing for the installation of supporting equipment or media such as cellphones, cameras, *clip on* also *Lighting*, followed by the stage of taking a video/*Taking Videos* by recording a video while *Game* ongoing, then enter the *Editing* or edit the video that has been implemented to make it look more attractive, and finally enter the stage *Uploading* or *upload*-to each social media. Frequency of implementation *Game* made according to the needs and also adjusted to the process of memorizing students while at the cottage. For how many times, we do not count how many are held *Game* This is because sometimes each branch also creates content *Game* the same. (Meinura, 2022)

In line with JJR, the NSA revealed, "*Educational game hāfīzh Qur'an* Starting from searching for viral content, creating scenarios, choosing suitable places and needs *educational game hāfīzh Qur'an*. Then prepare the santriwati (participants *Game*), do *take* (take) video, *Editing*, then upload to social media. *Game* It is implemented as needed and can be one to three times a week. (Arinda & Mansoer, 2020)

Based on the results of the above findings, the preparation is to find ideas about the *game* to be played, create a scenario, and then the selection of the place is chosen flexibly to meet the needs before the implementation of *the Qur'an hāfīzh educational game*. Then the preparation of the students and *ustadzah* as people who

play *the educational game of hāfīzh Qur'an*. Then *the multimedia team* prepared tools such as cellphones, cameras, and *lighting* that will be used as video capture and then *the editing process*, and uploaded to the social media of the Daarul Huffadz Indonesia Islamic boarding school. Then *the Qur'an hāfīzh educational game* in the form of guessing the name of the surah and connecting the verses. Both are for the marketing purposes of the DHI Islamic boarding school in the form of content creators. The content is applied with *a game* that does not go out of the context of memorizing the Qur'an. Then the implementation of *the Qur'an hāfīzh educational game* has been carried out by every branch and countless of them.

After the preparation for the implementation of *the Qur'an hāfīzh educational game*, it was carried out with the first group doing *a game* to connect verses and the second group as a cheering team. By counting one to five to the students who answered the questions from the *game*. Then *the ED ustadzah* gave questions to the students, then the students thought about what verses and surahs were read by *the ED ustadzah*. The team cheered for five seconds. "5,4,3,2,1..." Hooray team said. The thinking students also became hasty in answering them. There are some students who can answer and some who can't. After that, they alternated with the second group, namely guessing the name of the surah in the Qur'an, by looking at the laptop in front of him. The laptop contains the names of the surahs in the Qur'an in the form of *puzzles*. Then the *game participants* sorted the words into the name of the intended surah.

Each *game* is done in a backward row and answers questions that have been provided by the *game administrator* (multimedia team). *Ustadzah* Ulfa corrected the answers from the participants of *the game*, carried out in turns until each group member in the *game* could play the *Hāfīzh Qur'an educational game*.

If the students (participants *Game*) can answer these questions will be given appreciation in the form of snacks and get cheers "*Maa syaa Allah*" from the cheer team. And vice versa if participants *Game* could not answer or answered incorrectly, so his face was crossed out with powder or flour. Proven on account <https://vt.tiktok.com/ZSNqOrvx8/> account *TikTok* This is proof of the implementation of the *educational game hāfīzh Qur'an*. (Simanjorang et al., 2024)

Based on the results of the above findings, the students showed high enthusiasm for the implementation of the Qur'an hāfīzh educational game. This is due to a conducive atmosphere and systematic arrangement of activities. The execution of the game was fun, albeit in a tense situation. There is a reward system for those who can answer correctly, as well as punishment in the form of powder graffiti on the face for those who answer incorrectly. This makes the students more focused, active, and skilled during the game process. This hāfīzh Qur'an educational game was also taken in the form of a video, which was then disseminated through the social media of the Daarul Huffadz Indonesia Islamic Boarding School Citeureup branch. The content inspires Qur'an memorizers in Indonesia to improve their memorization. In addition to the traditional method of reading mushaf, this game introduces a new way of

memorizing the Qur'an through more interactive media. Santriwati Daarul Huffadz Indonesia Citeureup branch, especially those who have just entered the new school year, are given a maximum of three months to complete *ziyadah* (adding memorization). The **tawazun** method applied is very helpful for students in the memorization process. The concept of this game is interesting because it does not make it difficult for students who already have memorization, and supports *muroja'ah* (repeating memorization) activities through the game of *connecting* verses. This activity is also used for *da'wah* with the support of equipment such as cameras and laptops for content creation. The room for the implementation of the game was decorated with the banner of Daarul Huffadz Indonesia, confirming the identity of the pesantren.

B. Factors behind the Daarul Huffadz Indonesia Islamic boarding school Citeureup branch in implementing the Qur'an hāfīzh educational game media

Several informants, argued about the factors behind the Daarul Huffadz Indonesia Islamic boarding school Citeureup branch in implementing the media *educational game hāfīzh Qur'an*. BAP argues that the beginning of the idea *Game* one at Daarul Huffadz Indonesia Citereup branch is the idea of one of the *Multimedia Team* namely ME as the leader of the *Multimedia* At that time... He said *educational game hāfīzh Qur'an* For *Memuroja'ah* and maintain the memorization of the students, in an exciting and useful way for the students. Early emergence of ideas *Game* Is *Game* guess the verse and continuously experience *change* or differences in the causes of development to date. Next *educational*

game hāfīzh Qur'an started as one of the learning methods to repeat the memorization of Qur'an verses from students who have completed the process *Ziyadah* (adding memorization). Then it has been adapted into more structured and diverse forms, starting from connecting verses, from the verses mentioned earlier. Next, arrange the word so that it forms the name of a Surah in the Qur'an, and guess the existing picture so that it produces a name of the Surah in the Qur'an. (Hudaeri, 2016)

Different from the expression BAP that there is a *educational game hāfīzh Qur'an* inspired by *YouTube* Aya Ibrahim with content in exploring sharing with the general public so that a new innovation was born that loves the vision of e.g. to compete in the goodness contained in surah Al-Baqarah verse 158 from the word **فَاسْتَبِقُوا الْخَيْرَاتِ** (Widaningsih et al., 2023)

Furthermore, the NSA stated *History Game* this has to do with technological developments, and its goal is to spread the message to them that memorizing the Qur'an is fun and attracts new interest for those who want to memorize the Qur'an. also starting from looking for viral content, creating scenarios and creating content *Game* the same. (Sinta Utami, 2017)

According to FPA informants, the rapid development of technology in this modernization era has made countless technologies. So that it has a very big influence on the world of information technology. One of the information from the content *Game* What is going viral among teenagers is from guessing words, guessing songs, and so on. However, the DHI pond wants to package the viral content with Islamic information. The goal is for the

younger generation to increase their knowledge and not forget about things related to Islam even though it is packaged with light content. (Basyir, 1983)

The last informant, JJR, argued that *educational game hāfīzh Qur'an* during the meeting, a person named Gusmian gave a proposal for the existence of a *Game* to eliminate boredom, facilitate memorization, increase memorization and the activeness of the students. Then the teams *Multimedia Searching for concepts to implementation Game* will be carried out to the students. (Rahaman & Tabanjeh, 2023)

It can be concluded from some of these findings that there are several different factors against the background of the existence of *the Qur'an hāfīzh game*. So it can be observed that the background of the existence of a *game* is starting from getting inspiration from Aya Ibrahim's youtube content which explores various goodness so that the idea to hold a *hāfīzh Qur'an educational game* to reflect on yourself to compete in goodness according to the verses in the Qur'an surah Al-Baqarah verse 158. Then the existence of a structured *Qur'an hāfīzh game* can provide a solution to students who memorize the Qur'an as a medium for memorizing the Qur'an. This is because it trains focus, activeness, eliminates boredom, and also improves memory. Therefore, the students are so enthusiastic in carrying out *the Qur'an hāfīzh game* both in the form of *puzzles* by guessing the name of the surah and connecting the verses.

The amplification of technology with the existence of social media that holds *games* that are trending (famous) among teenagers, namely from guessing words, guessing

songs, and so on. So that it is an update of ideas in terms of concept and implementation in the scope of Islam and memorization of the students presented at the Daarul Huffadz Indonesia Islamic boarding school Citereup branch. With compromise and good communication between students, *ustadzah*, and *multimedia teams*, the *Qur'an hāfīzh game* was held systematically in accordance with the existing concept. The implication is that it can make it easier for students to apply it and please them. It turns out that memorizing the Qur'an is not only by reading the Qur'an or monotonously, but *games* can make it easier to memorize the Qur'an. Not only that, the game can attract the attention of Qur'an memorizers and the general public to join to memorize the Qur'an at the Daarul Huffadz Indonesia Islamic boarding school Citereup branch.

Conclusion

Based on the discussion of "The Concept of *the Qur'an Hāfīzh Educational Game* as a Media for Memorizing the Qur'an (Case Study at the Daarul Huffadz Indonesia Islamic Boarding School, Citeureup Branch)" can be concluded as follows: Research shows that the form of *the Qur'an hāfīzh educational game* is in the form of guessing the name of the surah and connecting the verses. With the concept of fun, eliminating boredom, making it easier for students, interesting, increasing focus and remembering students, etc. Meanwhile, the implementation of *the hāfīzh Qur'an educational game* for students compiles the names of the surah in the Qur'an in the form of *puzzles* that have been available on laptops. Alternating with a *game* of connecting verses, one of the verses was

read by *the ustadzah* and then continued by the Citeureup branch students in turn. The purpose of *the Qur'an hāfīzh educational game* is to make students unsaturated, facilitate memorization, and inspire the younger generation to memorize the Qur'an through content. *The Qur'an hāfīzh educational game* is implemented if you can answer getting snacks as a gift and cheering "Maa syaa Allah". Then those who cannot answer or answer incorrectly will get powder graffiti. *The Qur'an hāfīzh educational game* is done for interludes.

The factors behind the Daarul Huffadz Indonesia Islamic boarding school Citeureup branch in implementing *the Qur'an hāfīzh educational game* media are from *trending content* among teenagers such as guessing pictures, connecting verses, connecting words, etc. Not only that, the *multimedia team* has a high dedication to memorizing the Qur'an so that the students are stronger and continue to be enthusiastic about memorizing the Qur'an. The Qur'an so that it is not saturated in memorizing the Qur'an. In addition, inspired by *Aya Ibrahim's youtube* who has content that likes to share with the general public in a random manner also holds a verse connection. The idea of *the Qur'anic hāfīzh educational game* was born as a competition in goodness in accordance with surah Al-Baqarah verse 158. The limitations of this study focus on *the educational game hāfīzh Qur'an* as a medium for memorizing the Qur'an at the Daarul Huffadz Indonesia Islamic boarding school Citeureup branch.

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