

Evaluation of Arabic Language Teaching Skills of Student Interns at MAN 1 Surakarta from the Perspective of Mentoring Teachers

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ARTICLE INFO

Article history

Received:

12-06-2023

Revised:

16-07-2023

Accepted:

20-08-2023

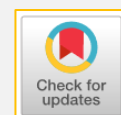
Keywords

Islamic Education,
Field Experience Practice,
Arabic Language,
Teaching Evaluation.

ABSTRACT

This research aims to evaluate the teaching skills of twelve students undergoing Field Experience Practice (PPL) in the Islamic Education Program at MAN 1 Surakarta, with a focus on two students teaching Arabic in twelfth-grade classes. The research method used is qualitative descriptive, with a population involving twelve PPL students at MAN 1 Surakarta. The study, conducted for one month, analyzes aspects of personality, written preparation, and the implementation of teaching practice. The results show that both PPL students successfully achieved a high level of teaching skills, aligning with the program's goal to produce professional Islamic Education teachers. The mentor teacher's assessment for the two students was 88, 87, and 86, respectively. Nevertheless, their achievements remained good with total scores of 89, 88, and 87. The conclusion of this research provides a holistic overview of the students' readiness to face real-world challenges in teaching Arabic. This study contributes to understanding the effectiveness of the field practice approach in developing teaching skills for PPL students in the context of Arabic language instruction.

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Introduction

Field Experience Practice (PPL) is an essential element following the micro-teaching course. (Pransiska, Hamengkubuwono, & Arbaini, 2020) Students are required to apply their knowledge in schools or madrasahs, preparing qualified PAI (Islamic Education) teachers (Nashihin, 2017) in accordance with the demands of the times. PPL, integrated into the curriculum, ensures that students not only understand theory but also can apply it. It is crucial that teachers have practical skills in classroom management, communication, and effective task execution (Febriana, 2021). Through well-structured PPL, students can directly face field challenges, sharpen teaching skills, and shape a generation of Islamic Education teachers ready to tackle the dynamics of contemporary education.

According to Febriana (2021), teaching practice and experience provide students not only with theoretical knowledge but also the opportunity to hone soft skills and build the character (Nashihin, 2019) needed in the professional world. This activity is focused on the

development of student competencies, including enhancing leadership capacity, creativity, innovation, problem-solving skills, communication abilities, team management, analytical thinking, as well as literacy and numeracy for students in schools.

Therefore, teaching practice is directed toward supporting efforts to improve literacy and numeracy (Hafidz, 2021), which is one of the national priority agendas (MAULANA, 2021). Students are not just recipients of information but also agents of change capable of addressing real challenges in the field. Teaching practice is not just a complement to the curriculum but a strategic step to prepare PAI students to become Islamic Education teachers who are not only academically competent but also possess practical skills.

However, when discussing students from the Islamic Education Study Program at Institut Islam Mamba'ul 'Ulum teaching Arabic in Madrasah Aliyah Negeri 1 Surakarta, there seems to be a gap between their study focus and teaching duties. PAI students, despite having a strong foundation in Islamic education, may need to overcome challenges in effectively delivering Arabic lessons (Abdurrahman, Suherman, Masor, & Fadhlillah, 2015). This gap creates the need for better integration between the PAI curriculum and Arabic teaching duties in madrasahs. A holistic approach is required to ensure that students can not only teach Islamic education subjects well but also have the skills needed to effectively teach Arabic.

Therefore, this research focuses on the skills of PAI students in PPL who teach Arabic in Madrasah Aliyah Negeri 1 Surakarta. Unlike previous studies that might be more general regarding PPL in PAI without a specific emphasis on Arabic, this research details and understands the skills required in the context of teaching Arabic in that madrasah.

This research delves into the evaluation of Arabic language teaching skills among PPL students from the Islamic Education Program at Madrasah Aliyah Negeri 1 Surakarta. The novelty lies in the profound emphasis on specific aspects of teaching Arabic, coupled with the direct interaction of PPL students within the educational environment of Madrasah Aliyah. The focused location of Madrasah Aliyah Negeri 1 Surakarta adds a unique dimension, yielding a deeper understanding of the distinct challenges faced by PPL students when teaching Arabic in this context. Therefore, this study contributes not only to the general literature on PPL skills in Islamic Education but also provides a more relevant perspective within the specific context of Madrasah Aliyah Negeri 1 Surakarta.

The theoretical foundation of this research focuses on learning and teaching theories to illustrate how PPL students from the Islamic Education Program, teaching Arabic at MAN 1 Surakarta, apply theoretical concepts in their practice. The theory of teaching evaluation becomes a crucial foundation, highlighting the criteria by which Mentor Teachers assess the teaching skills of PPL students. (Rindaningsih & Fahyuni, 2022) Aspects such as clarity of objectives, teaching methods, student interaction, and classroom management are central points of assessment. Meanwhile, the theory of teacher competency provides an in-depth insight into the essential characteristics assessed in the context of teaching Arabic. (Musfah, 2012) The integration of these theories forms a robust framework for understanding the dynamics of Mentor Teacher assessments of teaching skills among PPL students in the Islamic Education Program at MAN 1 Surakarta.

Based on the above discussion, the author formulates two main questions: How do Mentor Teachers assess the clarity of learning objectives implemented by PPL students in Islamic Education when teaching Arabic? And to what extent does the use of teaching methods by PPL students affect Mentor Teachers' assessments of their teaching skills in the context of teaching Arabic?

Method

This research adopts a qualitative descriptive approach as its primary methodology. This approach allows the researcher to understand and depict phenomena in-depth, with a focus on the collection and analysis of descriptive data (Anam et al., 2023). By applying this method, the study can elaborate on the context and nuances of Arabic language teaching skills among PPL students from the Islamic Education Program at Madrasah Aliyah Negeri 1 Surakarta. The qualitative descriptive approach enables the researcher to unearth more detailed and contextual information (Rukajat, 2018), providing a deeper insight into the dynamics of the teaching process in the environment of Madrasah Aliyah Negeri 1 Surakarta.

The research population involves three main groups within the environment of Madrasah Aliyah Negeri 1 Surakarta. Firstly, the twelfth-grade students are an integral part of the study, with a total of 6 classes covering the entire population of involved students. Secondly, PPL students from the Islamic Education Program, represented by 2 students undergoing field experience. Thirdly, the Mentor Teacher involved in this research is a teacher of Arabic. The combination of these three groups provides comprehensive coverage to evaluate Arabic language teaching skills among PPL students in the context of twelfth-grade classes at Madrasah Aliyah Negeri 1 Surakarta.

Direct observation will be a primary element in data collection, allowing the researcher to observe in detail the clarity of learning objectives implemented by PPL students and their use of teaching methods in the classroom (Rukin, 2019). In-depth interviews with the Mentor Teacher will provide direct insights into their perspectives on the teaching skills of PPL students.

Additionally, document analysis, such as lesson plans and class observation notes, will complement the acquired data (Sukardi, 2022). By employing this approach, the research can comprehensively and contextually explore the dynamics of Mentor Teacher assessments of PPL Islamic Education students teaching Arabic at MAN 1 Surakarta.

Results and Discussion

Understanding Field Experience Practice

Field Experience Practice (PPL) is an intracurricular activity carried out by students, encompassing guided teaching practice and classroom or school observations in an integrated and directed manner (Fanani, 2016). Engaging in teaching practice, student interns practice delivering instruction, ranging from determining Learning Outcomes and Lesson Objectives to developing Lesson Program Plans (RPP) or Teaching Modules. The focus includes aspects such as attitude during teaching, understanding of the material, delivery techniques, teaching methods, and classroom management skills. Meanwhile, classroom or school observations provide a basic understanding of class or school organization and management. These exercises aim to fulfill the requirements for the professional development of prospective education personnel and teachers.

Field Experience Practice (PPL) is not just an intracurricular activity but also an integral and significant part of the Islamic Education Program with a weight of 2 Credit Semester Units (SKS). In this context, PPL becomes a crucial element that aligns theory with practice, ensuring that students not only acquire conceptual understanding but also practical skills relevant to their future working environment. PPL is attended by 12 students from August 1 to September 1, 2023.

Number	Student Name	Subjects	Mentor Teacher
1.	Kahfi Rafi Hanif Raditya		

2.	Muhammad Royan Fatkhul Mubarak	Arabic Language	Siti Nurjanah
3.	Muhammad Asyraf Abdussattar	Qur'an and Hadith	Wahyu Nur Hidayat,
4.	Muhsin Burhanudin		
5.	Muhamad Rizki		
6.	Anas Zulfitriah	Creed and Morality	Sri Suryani Mutikah
7.	Makruf Muhammad Sholeh		
8.	Abi Jakfar Alwi Rozy		
9.	Livio Aleni	Jurisprudence	Qomarudin
10.	Tri Novita Sari		
11.	Atikah Sholikah		
12.	Musyarofah Dyah Arini Nurul Atika		

Under the supervision and guidance of Siti Nurjanah, a mentor teacher providing guidance, feedback, and constructive assessment to ensure the professional development and teaching quality of the student practitioners. Muhammad Royan Fatkhul Mubarak and Kahfi Rafi Hanif Raditya, two PPL students from the PAI Study Program at IIM Surakarta, conducted teaching practice in Arabic language for the 12th-grade classes. Royan Fatkhul Mubarak taught in classes XII (S3, A7, F2), while Kahfi Rafi Hanif Raditya in classes XII (F1, A1, and S4).

Teaching Skills in Learning Stages

Teaching skills in the learning stages are a crucial milestone for student practitioners who take on the role of Arabic language subject teachers. The teaching stage is a crucial moment in the learning process, where student practitioners are expected to demonstrate effective teaching skills. In carrying out this task, student practitioners are expected to apply the teaching skills they have developed.

According to (Gintings & Si, 2010), the teaching practice task is divided into three main stages. First, the stage before teaching practice requires thorough preparation, including careful lesson planning and a deep understanding of the material to be taught. The teaching time is the peak where student practitioners apply their teaching skills in direct interaction with students. The post-teaching stage involves reflection and evaluation, where student practitioners evaluate the effectiveness of the methods and strategies used.

All these stages demonstrate the holistic ability of students to deliver material in an engaging manner, understand the needs of students, and provide a positive learning environment (Abbas & Khoir, 2023). Thus, the learning stages are not only a test of the knowledge of students but also their ability to guide and motivate students effectively.

In addition to the three main stages in teaching practice, time management plays a crucial role. The ability to manage time efficiently is a determining factor in the success of student practitioners. Preparation before teaching practice requires structured planning, and during teaching, students need to use their time wisely. After teaching, time management is needed for reflection and evaluation. With effective time management, student practitioners can optimize the learning experience, ensure each stage runs according to plan, and achieve success in teaching practice.

Understanding the Mentor Teacher

Etymologically, the term "pamong" comes from the Javanese language, referring to a figure who provides guidance and supervision. (Kariem, 2022) In educational terminology, a mentor teacher refers to an educator with a specific role in guiding, directing, and supervising students or prospective teachers during the field experience practice. (Damanik, Sagala, & Rezeki, 2021)

A mentor teacher is responsible for guiding students in the implementation of field experience practice (PPL) in partner schools. (Mubarok, 2020) The mentor teacher has tasks and responsibilities in three periods: observation, guided teaching practice, and independent teaching practice. The mentor teacher also plays a role in enhancing students' interest and competence to become professional teachers (Kurniawan, 2020).

The mentor teacher is responsible for guiding students in developing teaching skills, understanding classroom dynamics, and applying theory in practice. Their role also includes providing constructive feedback and supporting students in overcoming challenges that arise during the field experience. Thus, the mentor teacher becomes a crucial mentor in shaping students' competencies in education.

Roles of the Mentor Teacher

The role of the mentor teacher has a crucial dimension in supporting the development of students during Field Experience Practice (PPL). First, the mentor teacher plays a role in providing sufficient time for students to observe classes, ensuring they have adequate opportunities to immerse themselves in the learning atmosphere in the actual environment.

Class observation is the initial step for students before conducting teaching practice. Students carefully observe the mentor teacher who is teaching, as preparation before actively engaging in teaching in the classroom. During observation, students note important aspects of the teaching and learning process, including teaching strategies, teacher-student interactions, and approaches used (Damanik et al., 2021). This observation aims to provide in-depth insight to students before they are directly involved in teaching experiences in a school environment.

Furthermore, the mentor teacher actively contributes to providing materials and information related to the syllabus or subjects to be used in teaching practice and teaching practice exams (Danim, 2012). This helps students prepare well, ensuring that they have a comprehensive understanding of relevant content and curriculum.

An equally important role is to provide constructive assessments of students' personalities, teaching practice, and teaching practice exams. Through these assessments, the mentor teacher provides valuable feedback that can help students improve and develop their teaching skills. Thus, the role of the mentor teacher is not only as a guide but also as a leader in directing the professional growth of students during Field Experience Practice.

Assessment Aspects by the Mentor Teacher

The assessment aspects conducted by the mentor teacher on students' teaching practice encompass several crucial dimensions. Firstly, the aspect of personality becomes the focus of assessment, involving attitudes, communication, and student interaction in the teaching context. Secondly, the aspect of written preparation, especially the creation of Lesson Plans (RPP), is evaluated to measure students' ability to plan and detail each stage of learning clearly (Triwiyanto, 2021). Furthermore, in the aspect of teaching practice, the mentor teacher assesses students' ability to effectively implement the lesson plan, including the ability to manage the class and deliver material in an engaging manner.

The mentor teacher provides highly positive assessments for students of Islamic Education (PAI) involved in teaching Arabic in class XII at MAN 1 Surakarta. In their assessment, the mentor teacher highlights students' teaching abilities, emphasizing the

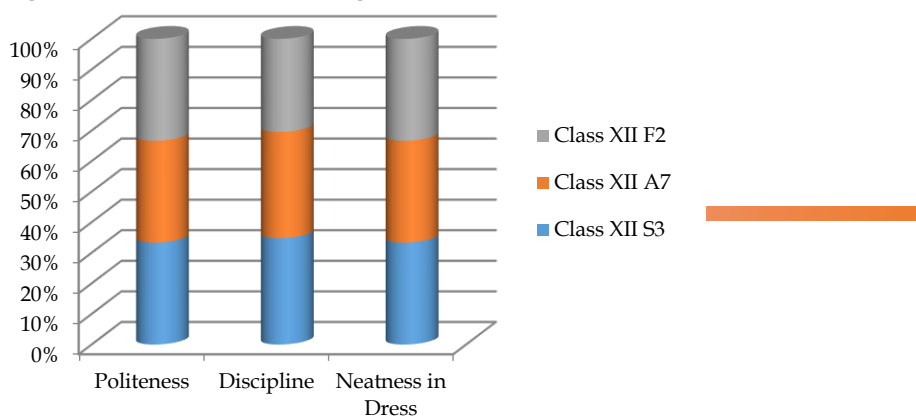
integration of theoretical knowledge with practical skills (Haeran et al., 2022). Personality and written preparation are the main highlights, indicating the importance of not only having academic competence but also mature attitudes and preparations in the teaching context. The table, as found in the PPL Guidelines Book, is as follows.

No.	Assessed Aspect	Weight	Score
1.	Personality		
	Politeness	1-5	
	Discipline	1-10	
	Neatness in Dress	1-5	
	Total: I	20	
2.	Written Preparation		
	Formulation of Lesson Plans	1-5	
	Formulation of Material	1-5	
	Formulation of Teaching Aids	1-5	
	Formulation of Evaluation	1-5	
	Total: II	20	
3.	Teaching Practice		
	Opening the Lesson	1-4	
	Mastery of Subject Matter	1-8	
	Explanation of Subject Matter	1-8	
	Mastery of Language	1-6	
	Accuracy in using methods and tools	1-6	
	Attitude in teaching	1-6	
	Control in managing the class	1-7	
	Speed in motivating	1-7	
	Accuracy in using time	1-4	
	Closing the Lesson	1-4	
	Total: III	60	
Total : I + II + III		100	

Description of Personality Assessment

The evaluation results by the mentor teacher (Arabic language teacher) on the PPL students teaching in class XII (S3) demonstrate excellent performance in the aspect of personality. The student received a score of 5 for politeness, 8 for discipline, and 5 for neatness in dress, totaling 18 out of the maximum weight of 20, equivalent to a percentage of 90%.

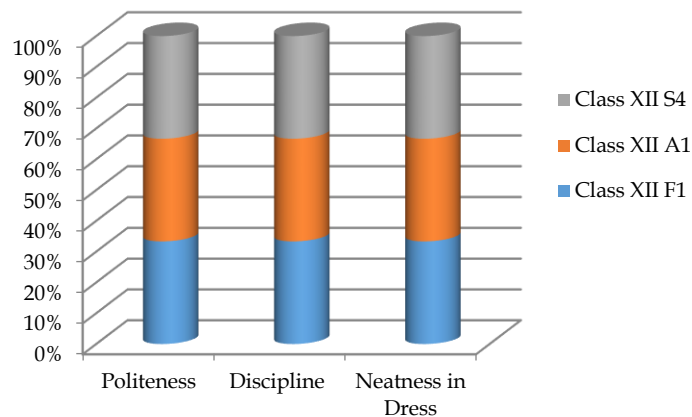
In the assessment of the teaching of PPL students in class XII (A7), the scores for politeness (5), discipline (8), and neatness in dress (5) also resulted in a total score of 18 out of the maximum weight of 20, with a percentage of 90%.



Meanwhile, the assessment of PPL students teaching in class XII (F2) produced scores for politeness (5), discipline (7), and neatness in dress (5), with a total score of 17 out of the maximum weight of 20, equivalent to a percentage of 85%.

With these achievements, PPL students have successfully received very positive assessments from the mentor teacher in the aspect of personality when engaging in teaching in three different classes. Each class achieved a percentage above 85%, indicating excellent quality in managing the personality aspect.

The mentor teacher's assessment results for PPL students teaching in class XII (F1) show excellent performance in the aspect of personality. The student received scores of 5 for politeness, 8 for discipline, and 5 for neatness in dress, totaling 18 out of the maximum weight of 20, equivalent to a percentage of 90%.



In the assessment of the teaching of PPL students in class XII (A1), the scores for politeness (5), discipline (8), and neatness in dress (5) also resulted in a total score of 18 out of the maximum weight of 20, with a percentage of 90%.

Meanwhile, the assessment of PPL students teaching in class XII (S4) produced scores for politeness (5), discipline (8), and neatness in dress (5), with a total score of 18 out of the maximum weight of 20, equivalent to a percentage of 90%.

With these achievements, PPL students have successfully received very positive assessments from the mentor teacher in the aspect of personality when engaging in teaching in three different classes, achieving a percentage of 90% in each class.

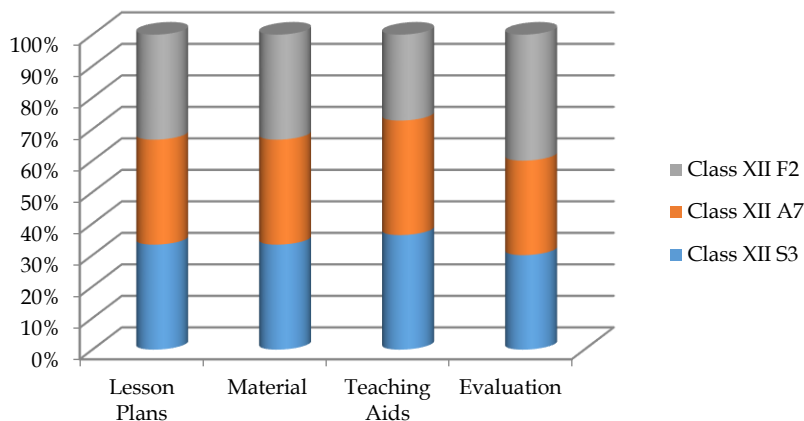
Description of Assessment for Lesson Plan Preparation

As the primary evaluator, the mentor teacher provides a comprehensive overview of the performance of PPL students teaching Arabic language in class XII at Madrasah Aliyah Negeri 1 Surakarta. The evaluation is conducted based on several aspects of written preparation, including the formulation of Lesson Implementation Plans (RPP), materials, teaching aids, and assessments.

The assessment results from the mentor teacher for PPL students teaching class XII at Madrasah Aliyah Negeri 1 Surakarta reflect the seriousness and quality of student preparation. The evaluation is conducted by examining aspects of written preparation, including the formulation of Lesson Implementation Plans (RPP), materials, teaching aids,

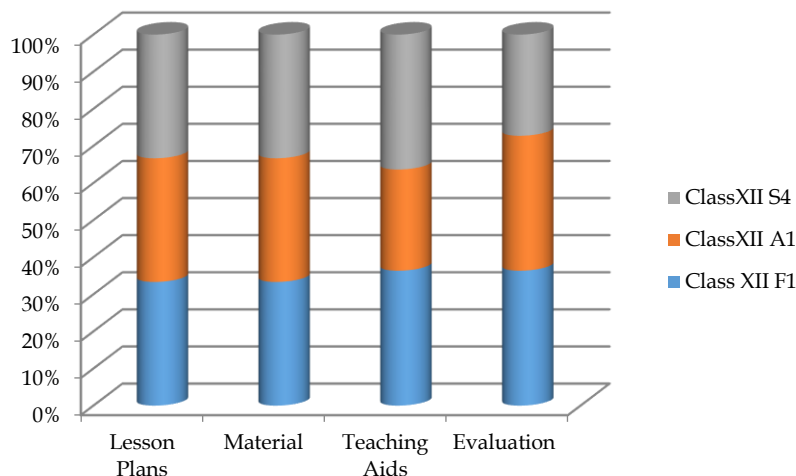
and assessments.

Class XII (S3), (A7), and (F2) each scored a total of 15 out of 20, with a percentage of 75%. Although the scores are similar, the difference lies in the formulation of assessment, where class XII (S3) received a score of 3.



The 75% percentage reflects the consistent and solid performance of PPL students in preparing written materials. This evaluation provides an overview of the students' ability to plan lessons, organize materials, use teaching aids, and evaluate learning outcomes. Mentor teacher feedback serves as a foundation for improving the quality of teaching in the future and assists students on their journey to becoming professional educators.

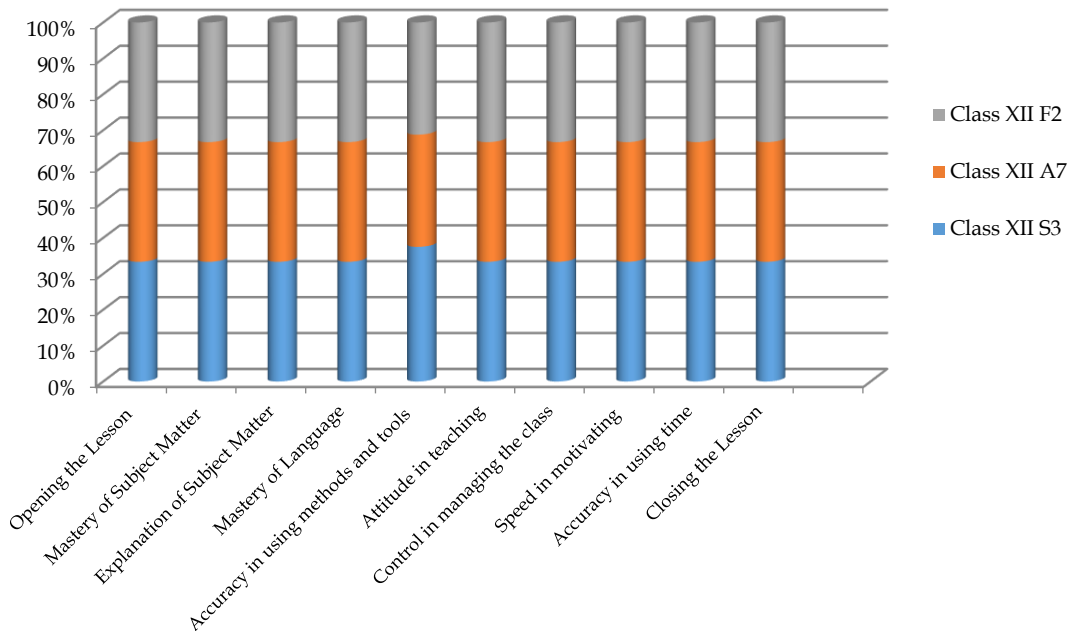
In class XII (F1), students demonstrated excellent preparation with a total score of 16 out of 20, achieving a percentage of 80%. In classes XII (A1) and (S4), although still solid, the total score reached 15 out of 20 with a percentage of 75%. These assessment results highlight the ability of PPL students to develop mature RPPs, appropriate materials, and effective use of teaching aids.



The high percentage in class XII (F1) reflects the students' ability to consistently create in-depth and well-structured written preparations. Furthermore, mentor teacher evaluations indicate that PPL students have been able to implement lesson plans effectively in the classroom, demonstrating competence in teaching Arabic. Emphasis on written preparation is a crucial foundation in shaping students as professional and effective educators in the educational environment.

Description of Teaching Practice Assessment

The mentor teacher provides a comprehensive assessment of PPL students teaching class XII. The evaluation results encompass aspects of teaching implementation and practical teaching exams, measured through various parameters.



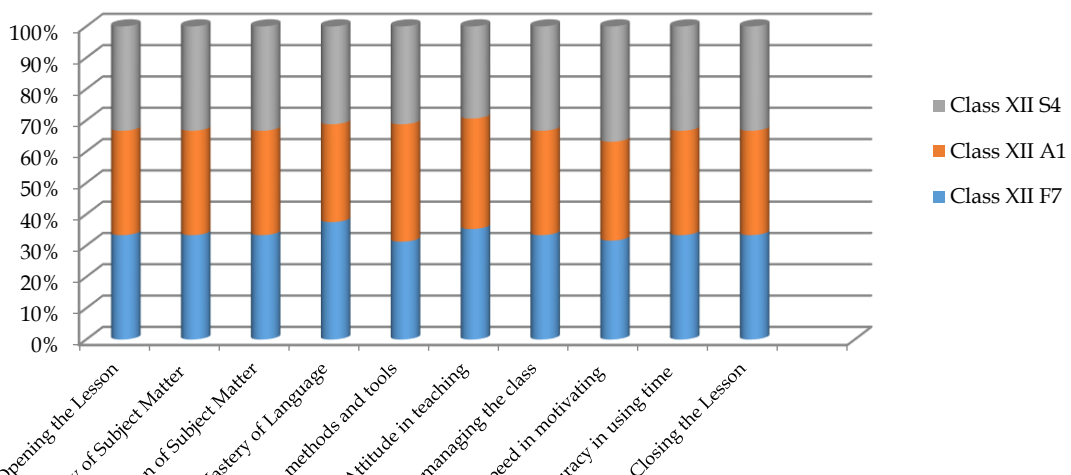
In class XII (S3), the student obtained a score of 55 out of 60, indicating a solid quality of teaching implementation. Evaluated parameters include lesson opening, mastery of material, explanation of material, language proficiency, teaching methods and aids, teaching attitude, class management, speed of motivation, timeliness, and lesson closure. With a percentage of 91.67%, this student reflects excellent performance.

Class XII (A7) and (F2) also received good assessments with scores of 54 each and a percentage of 90%. Although slightly lower than the previous class, both still reflect consistent quality in teaching implementation.

Percentage-based assessments provide a clear picture of the extent to which PPL students can implement their practical knowledge and skills in the context of teaching Arabic in class XII. Feedback from the mentor teacher serves as valuable guidance for the development and improvement of the teaching quality of PPL students in the future.

Percentage-based assessments provide a clear picture of the extent to which PPL students can integrate their practical knowledge and skills in the context of teaching Arabic in class XII. Feedback from the mentor teacher provides important guidance for the development and improvement of the teaching quality of PPL students in the future.

The mentor teacher provides a comprehensive assessment of PPL students teaching class XII (F1), (A1), and (S4). The evaluation covers aspects of teaching implementation and practical teaching exams with parameters involving various teaching skills.



In class XII (F1), the student achieved a score of 55 out of 60, reflecting an excellent teaching implementation. The assessment parameters include lesson opening, mastery of material, explanation of material, language proficiency, teaching methods, teaching attitude, class management, speed of motivation, timeliness, and lesson closure (Kholish et al., 2020). With a percentage of 91.67%, this student demonstrates consistent and high-quality performance.

Class XII (A1) also received a good assessment with a score of 55 and a percentage of 91.67%. Solid performance is reflected in the same parameters as the previous class, indicating the student's ability to carry out field experience practice. In class XII (S4), the student achieved a score of 54 with a percentage of 90%. Although slightly lower, this assessment still reflects good teaching implementation.

In the final assessment conducted by the Arabic teacher for the PPL students of the Faculty of Tarbiyah, the Department of Islamic Education (PAI), remarkable achievements in teaching Arabic in class XII are evident. In detail, in class XII (S3), they achieved a total score of 88, while in class XII (A7) they reached a total score of 87, and in class XII (F2) obtained a total score of 86. On the other hand, in class XII (F1), students successfully achieved the highest total score with a score of 89, while in class XII (A1) and XII (S4), both obtained total scores of 88 and 87.

These results reflect that PPL students of the Faculty of Tarbiyah, PAI Program at IIM Surakarta, have shown outstanding achievements in carrying out the task of teaching Arabic at Madrasah Aliyah Negeri 1 Surakarta. With this achievement, students have proven that they are ready to become quality educators, with the ability to integrate theory and practice optimally (Triana et al., 2023). This conclusion indicates that the education program at the Faculty of Tarbiyah is capable of producing competent and reliable teacher candidates to face the challenges of the education world.

Conclusion

In this research, it can be concluded that the PPL students of the Faculty of Tarbiyah, Department of Islamic Education (PAI), at the Mamba'ul'ulum Islamic Institute Surakarta (IIM) demonstrated excellent performance in teaching Arabic at Madrasah Aliyah Negeri 1 Surakarta. The assessment results from the mentor teachers highlighted aspects of personality, written preparation, lesson plan creation, and practical teaching exams. PPL students successfully achieved satisfactory total scores, reflecting a solid and consistent quality of teaching implementation.

The three observed classes, namely XII (S3), XII (A7), and XII (F2), showed consistent achievements with total scores of 88, 87, and 86, respectively. On the other hand, classes XII (F1), XII (A1), and XII (S4) also achieved good results with total scores of 89, 88, and 87. These results prove that PPL students from IIM Surakarta have successfully applied their

theoretical knowledge and practical skills effectively in the context of teaching Arabic.

This conclusion illustrates that the PPL program at the Faculty of Tarbiyah, IIM Surakarta, is capable of equipping students with quality teaching skills. The achievements of PPL students not only cover academic aspects but also emphasize the development of holistic competencies. Thus, this research highlights the positive contribution of PPL students in supporting efforts to improve literacy and numeracy at Madrasah Aliyah Negeri 1 Surakarta, aligning with the national priorities agenda in Indonesia.

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