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**Improving Teacher Competence through Training in the  
Qur'anic Reading and Writing Method at Tadika Al Fikh  
Orchard, Malaysia**

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**Abstract:** This community service activity aims to improve teachers' competence in Qur'anic reading and writing instruction through training on Qur'anic literacy methods at Tadika Al Fikh Orchard, Malaysia. The problems faced by the partner institution included the lack of variation in Qur'anic teaching methods and teachers' limited ability to apply effective and engaging learning techniques for early childhood students. The implementation method consisted of observation, material presentation, demonstrations, direct practice, and evaluation stages. This training provided teachers with an understanding of systematic, interactive, and practical methods for teaching Qur'anic reading and writing. The results of the activity indicated an improvement in teachers' understanding and skills in teaching Qur'anic literacy to students. In addition, teachers became more confident in applying creative and enjoyable learning methods. Through this activity, it is expected that the quality of Qur'anic learning at Tadika Al Fikh Orchard

**Abstrak:** Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan kompetensi guru dalam pembelajaran baca tulis Al-Qur'an melalui pelatihan metode baca tulis Al-Qur'an di Tadika Al Fikh Orchard, Malaysia. Permasalahan yang dihadapi mitra meliputi kurangnya variasi metode pembelajaran Al-Qur'an serta keterbatasan guru dalam menerapkan teknik pembelajaran yang efektif dan menarik bagi anak usia dini. Metode pelaksanaan kegiatan dilakukan melalui tahapan observasi, penyampaian materi, demonstrasi, praktik langsung, dan evaluasi. Pelatihan ini memberikan pemahaman kepada guru mengenai teknik pembelajaran baca tulis Al-Qur'an yang sistematis, interaktif, dan mudah diterapkan dalam proses pembelajaran. Hasil kegiatan menunjukkan adanya peningkatan pemahaman dan keterampilan guru dalam mengajarkan baca tulis Al-Qur'an kepada peserta didik. Selain itu, guru menjadi lebih percaya diri dalam menggunakan metode pembelajaran yang kreatif dan

Malaysia will continue to improve sustainably.

**Keywords:** : Teacher Competence; Qur’anic Reading And Writing; Learning Methods; Islamic Education.

menyenangkan. Dengan adanya kegiatan ini, diharapkan kualitas pembelajaran Al-Qur’an di Tadika Al Fikh Orchard Malaysia dapat meningkat secara berkelanjutan.

**Kata Kunci:** Kompetensi Guru; Baca Tulis Al-Qur’an; Metode Pembelajaran; Pendidikan Islam.

### A. Introduction

Islamic education plays an essential role in shaping children’s moral values, spiritual awareness, and religious character from an early age. One of the most fundamental aspects of Islamic education is the ability to read and write the Qur’an correctly. Qur’anic literacy is not only related to linguistic competence but also serves as a foundation for understanding Islamic teachings and practicing them in everyday life. According to Azyumardi Azra (2019), Islamic educational institutions have a strategic role in developing religious understanding and moral formation among students.

The teaching of Qur’anic reading and writing in early childhood education institutions requires appropriate methods that are adapted to children’s developmental stages. Young learners tend to learn more effectively through interactive, enjoyable, and repetitive learning experiences. Therefore, teachers are expected to possess adequate pedagogical competence in selecting and implementing suitable teaching methods. As stated by Lev Vygotsky (1978), children’s cognitive development is strongly influenced by guided interaction and structured learning environments.

Teachers are one of the most important elements in the success of learning activities in Islamic educational institutions. Their competence significantly influences students’ learning outcomes, especially in teaching Qur’anic literacy. Professional teachers are required to master teaching strategies, learning media, classroom management, and evaluation techniques. According to Mulyasa (2017), teacher

competence includes pedagogical, professional, social, and personal competencies that must be continuously improved through training and professional development programs.

In many Islamic educational institutions, including kindergartens and Islamic preschool centers, the learning process of Qur'anic reading and writing is often conducted conventionally. Teachers sometimes rely only on lecture methods and repetitive memorization without integrating interactive learning approaches. This condition can reduce students' motivation and interest in learning the Qur'an. Therefore, innovation in learning methods is needed to create meaningful and enjoyable learning experiences for children.

Tadika Al Fikh Orchard Malaysia is one of the Islamic early childhood educational institutions that emphasizes Islamic values and Qur'anic learning in its curriculum. However, based on preliminary observations, several challenges were identified in the teaching process of Qur'anic reading and writing. Some teachers still experienced difficulties in applying varied teaching methods suitable for early childhood learners. In addition, the limited training opportunities related to Qur'anic literacy methods affected the effectiveness of classroom instruction.

The importance of teacher training has been widely discussed in educational studies. Training activities can improve teachers' teaching abilities, enrich their instructional strategies, and strengthen their confidence in classroom practice. According to Malcolm Knowles (1984), adult learning becomes more effective when participants are actively involved in practical and experience-based learning activities. Therefore, teacher training programs should emphasize practice-oriented approaches rather than theoretical explanations alone.

One of the effective approaches in Qur'anic literacy learning is the application of systematic and interactive methods. Methods such as Tilawati, Iqra', and Ummi have been widely implemented in Islamic educational institutions because they provide structured stages for improving students' reading skills. These methods combine

pronunciation practice, repetition, visual guidance, and teacher modeling to facilitate students' understanding.

The use of interactive methods in Qur'anic teaching can also increase children's enthusiasm and participation in learning activities. Early childhood learners generally prefer learning environments that involve songs, games, demonstrations, and visual aids. Consequently, teachers need to be equipped with innovative teaching skills that support active learning processes. According to Jean Piaget (1972), children learn more effectively through concrete experiences and active interaction with their environment.

Community service programs in education are important efforts to bridge the gap between academic knowledge and practical educational needs in society. Universities and educational institutions have a social responsibility to contribute to improving educational quality through training, mentoring, and empowerment programs. Community service activities focusing on teacher competence development can provide sustainable impacts on learning quality and institutional performance.

The implementation of teacher training in Qur'anic literacy learning is expected to improve teachers' understanding of effective teaching strategies. Through training sessions, teachers can learn how to organize lessons systematically, apply child-friendly teaching approaches, and evaluate students' learning progress effectively. These competencies are essential in creating quality Islamic education for children.

Furthermore, improving teachers' competence in Qur'anic reading and writing instruction can positively influence students' learning achievements. Competent teachers are more capable of motivating students, creating engaging learning atmospheres, and addressing students' learning difficulties. As explained by John Hattie (2009), teacher quality is one of the strongest factors influencing students' academic success.

The rapid development of educational methods and learning technologies also requires teachers to continuously adapt and improve their skills. In the context of Islamic education, teachers are expected not only to master religious knowledge but also

to understand innovative teaching approaches suitable for modern educational challenges. Therefore, continuous professional development programs are highly necessary for Islamic education teachers.

In Malaysia, Islamic early childhood education institutions have shown significant growth in recent years. Many institutions seek to improve the quality of Qur'anic learning to meet parents' expectations regarding their children's religious education. However, differences in teachers' educational backgrounds and teaching experiences often influence the quality of classroom instruction. Consequently, teacher training programs become essential components of educational improvement efforts.

The community service activity conducted at Tadika Al Fikh Orchard Malaysia was designed to respond to these educational challenges. The program aimed to provide practical training on Qur'anic reading and writing methods that are suitable for early childhood learners. The training activities included theoretical explanations, demonstrations, guided practice, and classroom simulations to ensure teachers' active participation.

Training activities emphasizing practice and direct application are considered more effective in improving teachers' instructional competence. Teachers can directly experience the teaching methods, identify classroom challenges, and discuss possible solutions collaboratively. Such participatory approaches can strengthen teachers' confidence and encourage the implementation of innovative learning strategies in their classrooms.

Another important aspect of this program is the strengthening of collaborative relationships between higher education institutions and educational communities abroad. International community service activities can create opportunities for knowledge exchange, educational collaboration, and cultural understanding between institutions. This collaboration also supports the internationalization of educational programs and the dissemination of best practices in Islamic education.

The success of Qur'anic literacy programs in early childhood education largely depends on the consistency and commitment of teachers in implementing effective learning methods. Therefore, teacher empowerment through training activities should be conducted continuously and sustainably. Educational institutions should also provide adequate support and facilities to maximize the implementation of innovative teaching methods.

In addition, the integration of Islamic values in teaching activities is essential in Qur'anic learning. Teachers are expected not only to teach technical reading skills but also to instill love, respect, and appreciation for the Qur'an among students. This holistic approach can contribute to the development of students' spiritual and moral character from an early age.

This community service program also aimed to encourage teachers to become more creative and reflective in their teaching practices. Reflective teaching enables teachers to evaluate their instructional approaches, identify areas for improvement, and continuously develop their professional competence. Through reflective practice, teachers can become lifelong learners committed to educational excellence.

Based on the background described above, this community service activity aimed to improve teachers' competence in teaching Qur'anic reading and writing through practical and interactive training at Tadika Al Fikh Orchard Malaysia. Specifically, the program sought to enhance teachers' pedagogical skills, increase their understanding of effective Qur'anic literacy methods, and support the improvement of the quality of Islamic education for early childhood learners.

## **B. Method**

This community service program employed a participatory training approach aimed at improving teachers' competence in teaching Qur'anic reading and writing at Tadika Al Fikh Orchard, Malaysia. The participatory approach was chosen because it emphasizes active involvement from participants throughout the training process. The

activity was conducted collaboratively between the service team and the teachers to ensure that the training materials were relevant to the educational needs and classroom conditions faced by the participants. The program focused on practical learning experiences to enhance teachers' pedagogical understanding and instructional skills in Qur'anic literacy education.

The implementation of the program began with an observation and needs assessment stage. At this stage, the service team conducted preliminary discussions and direct observations regarding the existing teaching methods used by teachers in Qur'anic reading and writing instruction. The purpose of this activity was to identify the teachers' challenges, learning needs, and level of understanding related to Qur'anic literacy methods for early childhood learners. The data obtained from observations and interviews became the basis for designing appropriate training materials and learning activities.

The next stage involved the preparation of training materials and learning instruments. The materials focused on effective and interactive methods for teaching Qur'anic reading and writing, including pronunciation techniques, step-by-step reading guidance, classroom management strategies, and child-friendly learning approaches. In addition, supporting media such as presentation slides, teaching modules, visual aids, and demonstration materials were prepared to facilitate the learning process. The training materials were designed to be practical, systematic, and easily implemented by teachers in classroom activities.

The training activities were conducted through several methods, including lectures, demonstrations, discussions, and direct practice sessions. The lecture sessions were used to provide theoretical understanding regarding the importance of effective Qur'anic literacy instruction and the characteristics of early childhood learning. Demonstration sessions were conducted by the facilitators to model proper teaching techniques and instructional procedures. Furthermore, teachers participated in guided practice activities where they directly applied the learning methods in simulated

classroom situations. Interactive discussions were also carried out to encourage participants to share experiences, challenges, and solutions related to Qur'anic learning.

Evaluation activities were conducted to measure the effectiveness of the training program and participants' understanding of the materials presented. The evaluation process included observation of participants' involvement during training activities, assessment of teaching simulations, and reflective discussions at the end of the program. Participants were encouraged to provide feedback regarding the strengths and limitations of the training implementation. This evaluation process aimed to identify improvements in teachers' knowledge, teaching confidence, and practical skills in applying Qur'anic reading and writing methods.

The final stage of the program involved follow-up and mentoring activities to support the sustainability of the training outcomes. Teachers were encouraged to implement the methods learned during the training in their daily classroom instruction. The service team also provided recommendations and guidance regarding the development of creative and enjoyable Qur'anic learning activities for children. Through continuous mentoring and collaboration, this community service program was expected to contribute to the improvement of the quality of Qur'anic literacy education at Tadika Al Fikh Orchard Malaysia.

### **C. Results and Discussion**

The community service program conducted at Tadika Al Fikh Orchard Malaysia was implemented successfully and received positive responses from the participating teachers. The activity focused on improving teachers' competence in teaching Qur'anic reading and writing through practical and interactive training sessions. During the implementation process, participants demonstrated enthusiasm and active involvement in every stage of the training activities. According to Mulyasa (2017), teacher

participation in professional development programs significantly contributes to improving instructional competence and classroom performance.

The initial observations conducted before the training indicated that several teachers still relied on conventional teaching methods in Qur'anic literacy instruction. Most learning activities were dominated by repetition and memorization techniques without sufficient variation in instructional strategies. As a result, some students experienced boredom and reduced motivation during learning activities. This finding is consistent with the opinion of Paulo Freire (1970), who emphasized that monotonous learning approaches may limit students' active engagement in the educational process.

The training activities provided teachers with a deeper understanding of effective methods for teaching Qur'anic reading and writing to early childhood learners. Participants were introduced to structured instructional techniques emphasizing pronunciation accuracy, repetition, classroom interaction, and gradual learning stages. This approach helped teachers understand the importance of adapting teaching strategies to children's developmental characteristics. According to Jean Piaget (1972), children's learning effectiveness is strongly influenced by instructional approaches appropriate to their cognitive development stages.

One of the important findings during the program was the increase in teachers' awareness regarding the role of interactive learning in early childhood education. Teachers realized that children learn more effectively when they are actively involved in enjoyable and participatory learning activities. Consequently, participants became more interested in integrating games, visual media, and demonstrations into Qur'anic learning sessions. This supports the theory of Lev Vygotsky (1978), who stated that social interaction and active participation are essential components of children's learning development.

The demonstration sessions conducted by the facilitators became one of the most appreciated activities during the training. Teachers were able to observe directly how effective Qur'anic literacy instruction should be implemented in classroom settings.

Through demonstrations, participants learned proper pronunciation techniques, methods for correcting students' reading errors, and strategies for maintaining students' concentration during learning activities. According to Albert Bandura (1986), observational learning through modeling is highly effective in improving practical skills and behavioral understanding.

The direct practice sessions also contributed significantly to participants' skill development. Teachers were given opportunities to practice teaching simulations using the methods introduced during the training. These activities enabled participants to apply theoretical concepts into practical classroom instruction. The practice sessions also helped teachers identify their own strengths and weaknesses in teaching Qur'anic literacy. David Kolb (1984) explained that experiential learning through direct practice enhances understanding and long-term skill mastery.

The discussion activities created a collaborative learning atmosphere among participants. Teachers shared their classroom experiences, challenges, and teaching strategies with one another. This collaborative interaction encouraged participants to exchange ideas and learn from different teaching experiences. The discussions also strengthened the sense of professional community among teachers at the institution. According to Etienne Wenger (1998), collaborative learning communities play an important role in supporting professional growth and knowledge sharing.

Another important result of the program was the improvement of teachers' confidence in conducting Qur'anic learning activities. Before the training, several participants expressed uncertainty about applying innovative learning methods in their classrooms. However, after participating in demonstrations and practice sessions, teachers became more confident in implementing interactive teaching strategies. This finding aligns with the theory of Albert Bandura (1997), who highlighted the importance of self-efficacy in influencing individual performance and motivation.

The use of visual learning media during the training also attracted participants' attention. Teachers learned how visual aids could support children's understanding of

Arabic letters, pronunciation patterns, and reading sequences. Visual media were considered effective in helping young learners maintain focus and interest during learning sessions. According to Edgar Dale (1969), visual learning experiences increase students' comprehension and retention of instructional materials.

The facilitators emphasized the importance of creating enjoyable learning environments for children. Teachers were encouraged to avoid monotonous teaching approaches and instead create engaging classroom activities. As a result, participants became more aware of the relationship between emotional comfort and students' learning motivation in Qur'anic education. Abraham Maslow (1943) explained that supportive emotional environments are essential for effective learning processes.

The training also highlighted the significance of teacher modeling in Qur'anic literacy learning. Teachers serve as direct examples for students in pronunciation, intonation, and reading fluency. Therefore, participants were encouraged to continuously improve their own Qur'anic reading abilities in order to provide accurate guidance to students. According to Thomas Lickona (1991), teachers' behavior and attitudes strongly influence students' character and learning habits.

One of the challenges identified during the program was the variation in teachers' educational backgrounds and teaching experiences. Some participants had strong religious educational foundations, while others had limited formal training in Qur'anic instruction. This condition influenced the participants' initial understanding of teaching methods and learning management. Linda Darling-Hammond (2000) stated that differences in teachers' preparation and professional training can affect instructional quality and student learning outcomes.

To address these differences, the facilitators applied flexible instructional approaches during the training sessions. Participants were given opportunities to ask questions, repeat practice activities, and receive individualized guidance. This supportive learning environment helped participants feel more comfortable and motivated throughout the training process. According to Carl Rogers (1969), learner-

centered educational approaches can increase participants' confidence and engagement in learning activities.

The results of the evaluation activities showed that participants experienced improvement in their understanding of systematic Qur'anic literacy instruction. Teachers became more familiar with step-by-step teaching procedures and classroom management strategies appropriate for early childhood learners. This improvement was reflected in participants' performance during teaching simulations. Benjamin Bloom (1956) explained that structured learning processes contribute significantly to cognitive and skill development.

Participants also demonstrated increased creativity in designing learning activities after the training sessions. Several teachers developed ideas for integrating songs, games, storytelling, and visual cards into Qur'anic learning activities. These innovations were intended to make the learning process more attractive and meaningful for children. According to Howard Gardner (1983), diverse instructional methods support multiple intelligences and enhance children's learning experiences.

The implementation of participatory learning methods during the training contributed positively to participants' engagement. Teachers were not only passive recipients of information but also active contributors to the learning process. This participatory approach encouraged reflective thinking and practical problem-solving among participants. John Dewey (1938) emphasized that active participation is fundamental in meaningful educational experiences.

The training program also strengthened the relationship between the community service team and the educational institution. Collaborative communication between facilitators and participants created a positive atmosphere throughout the activity. This collaboration became an important factor supporting the successful implementation of the program. According to Peter Senge (1990), collaborative organizational cultures contribute positively to institutional learning and development.

Another important discussion point was the importance of continuous professional development for teachers. Participants acknowledged that teaching competence should be improved continuously in response to educational developments and students' learning needs. Therefore, similar training activities were considered necessary for sustainable teacher development. Michael Fullan (2007) stated that sustainable educational improvement requires continuous teacher learning and professional support.

The facilitators also discussed the importance of integrating Islamic values into classroom instruction. Qur'anic literacy learning should not only focus on technical reading skills but also on building students' love and respect for the Qur'an. Teachers were encouraged to develop learning activities that support students' spiritual and moral development. According to Syed Muhammad Naquib al-Attas (1991), Islamic education should integrate intellectual, moral, and spiritual dimensions simultaneously.

The community service program demonstrated that practical and experience-based training is highly effective in improving teachers' instructional competence. Participants responded more positively to demonstration and practice sessions compared to purely theoretical explanations. This finding supports the importance of active learning approaches in teacher training programs. Malcolm Knowles (1984) argued that adults learn more effectively through practical and experience-oriented educational activities.

The positive responses from participants indicated that the training materials were relevant to their classroom needs. Teachers appreciated the practical examples and applicable teaching strategies presented during the sessions. The relevance of the materials contributed significantly to participants' motivation and learning outcomes. According to Jerome Bruner (1960), meaningful learning occurs when instructional materials are connected to learners' real-life experiences and needs.

The program also revealed that many teachers require additional access to educational resources and teaching materials for Qur'anic literacy instruction. Limited teaching resources can become obstacles to implementing innovative learning activities. Therefore, institutional support in providing educational media and facilities is essential

for improving learning quality. Philip Coombs (1985) emphasized that educational resources significantly influence the effectiveness of teaching and learning processes.

The sustainability of the training outcomes depends greatly on teachers' commitment to implementing the methods learned during the program. Continuous practice and classroom application are necessary to strengthen teachers' instructional skills. Consequently, follow-up mentoring and evaluation activities are important for ensuring long-term program impact. According to Guskey (2002), sustainable professional development requires follow-up support and continuous implementation in classroom practice.

This community service activity also contributed to the strengthening of international educational collaboration between Indonesian higher education institutions and Malaysian Islamic educational institutions. Such collaborations provide opportunities for knowledge exchange, professional networking, and the dissemination of best educational practices across institutions and countries. Jane Knight (2004) explained that international educational collaboration enhances institutional development and intercultural understanding.

Overall, the results of the program indicated that the training activities successfully improved teachers' understanding, confidence, and practical skills in teaching Qur'anic reading and writing at Tadika Al Fikh Orchard Malaysia. The program provided meaningful learning experiences for participants and contributed positively to the improvement of Islamic educational quality for early childhood learners. These findings support the view of John Hattie (2009) that teacher quality and professional competence are among the strongest factors influencing educational success.

#### **D. Conclusion**

The community service program conducted at Tadika Al Fikh Orchard Malaysia successfully improved teachers' competence in teaching Qur'anic reading and writing

through practical and interactive training activities. The implementation of lectures, demonstrations, discussions, and direct practice sessions provided participants with better understanding and skills in applying effective learning methods for early childhood learners. The program also increased teachers' confidence in conducting engaging and child-friendly Qur'anic literacy instruction.

The results of the training indicated that participatory and experience-based learning approaches were effective in supporting teachers' professional development. Participants demonstrated improvement in classroom management, instructional creativity, and the use of interactive learning media in Qur'anic teaching activities. In addition, the collaborative atmosphere created during the program encouraged knowledge sharing and strengthened professional relationships among teachers and facilitators. These findings confirm that continuous teacher training is essential for improving the quality of Islamic education.

Overall, this community service activity contributed positively to the development of Qur'anic literacy learning at Tadika Al Fikh Orchard Malaysia. The training not only enhanced teachers' pedagogical competence but also promoted the integration of Islamic values in educational practices. Therefore, sustainable mentoring and follow-up programs are recommended to maintain and further develop the positive impact of the training activities in the future.

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