



Early Childhood Education (PAUD) Class Management at Islamic Kindergarten (RA) Al-Islamiyah

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Abstract

Teachers play an essential role in managing the class. Actions that need to be taken by the teacher in creating classroom conditions are communication and interpersonal relationships between students and teachers reciprocally and effectively, arranging classroom equipment and children's seats, and planning or preparing for teaching. This research aims to find out and describe planning in-class management, organizing in-class management, implementing in-class management, and supervising PAUD class management at RA Al-Islamiyah Bandarsakti. The research method used is descriptive analysis, namely data analysis, by emphasizing meaning, reasoning, the definition of certain situations, and describing the behavior of the studied object. Data collection tools used are observation, interviews, and documentation. As for concluding using inductive thinking data, namely thoughts that depart from facts or special events, then conclusions are drawn that have a general nature from these particular facts. The results showed that: class management at RA Al-Islamiyah Bandarsakti. First, classroom management planning has been prepared since the beginning of the learning year, such as making daily lesson plans, weekly lesson plans, semester programs, and making class rules of conduct; Second, in organizing classes, the teacher uses resources according to needs, such as organizing or grouping seats for students and selecting one of the students to dare to lead activities; Third, in the implementation of class management, it is still not optimal in leading, directing, motivating, guiding, being a role model for students in the class both in speech, attitude and way of dressing, as well as the arrangement of infrastructure which is still not optimal; Fourth, in supervising class management the teacher always evaluates learning outcomes every day and then makes comparisons of previous learning outcomes.

INTRODUCTION

The teacher plays an essential role in managing the class well. Actions that need to be taken by the teacher in creating classroom conditions include communicating and interpersonal relationships between child teachers reciprocally and effectively, arranging classroom equipment and children's seats, and planning or preparing for teaching (ZR & Nurhafizah, 2019; Nugraha, 2018; Wahid et al., 2018; Kuswanto & Syahrudin, 2021). In teaching and learning in the classroom, the teacher has a significant contribution to determining the success of the educational process. As a class manager, the teacher must be able to plan activities to be carried out in class. Implement planned activities with children as

subjects and objects, determine and make decisions with strategies to be used with various class activities, and determine alternative solutions to overcome obstacles and challenges. The teacher develops strategies to anticipate when obstacles and difficulties arise so that conditions in the class can continue to run well (Sutanti, Zulkifli, 2015). Everything must be done neatly, correctly, orderly, and regularly. Something that should be done with care. The processes must be followed correctly. This is the main principle in Islamic teachings. Classroom management is critical and necessary, not only at the elementary, junior high, and senior high school levels. At the PAUD level, good and effective classroom management is also needed. Because at any time, children's behavior and actions are always changing according to age, character development, and the expansion of their association. To be able to shape children's behavior, actions, attitude, mental and emotions so that they can act as educated human beings, teachers must implement and carry out operational activities and managerial activities. Apart from that, the teacher also has to do what is known as the management function. The management function is a business activity to realize the goals to be achieved by the organization (Karyoto, 2016; Nila, 2022; Zahara, 2020). According to G R. Terry, management functions are divided into four basic functions. The abbreviation for management functions, according to G R. Terry, is POAC (Planning, Organizing, Actuating, Controlling) or which consists of planning, organizing, directing/implementing, and supervising (Malayu S. P. Hasibuan, 2015; Nisa, 2023; Sari, 2017).

To determine the facilities and infrastructure that will be used to achieve the planned goals, it is necessary to have planning. At this planning stage, it will be determined what must be done, how to do it, and who will carry out the activities in a program. Preparing a clear plan will make it easier for all organizational elements to carry out their respective duties to achieve organizational goals. Organizing the system of cooperation of several people is carried out by division of tasks by forming several work units that collect work in one work unit. In other words, organizing is structuring resources to carry out tasks and functions. Therefore, guidance or implementation (Actuating) is needed in carrying out actions to move all members of the organization to achieve goals with predetermined plans. In its mobilization, all activities are synchronized, and cooperation is created to achieve organizational goals smoothly and efficiently. Therefore, it is necessary to supervise (Control) the supervision process that needs to be carried out so that members of the organization can work together well and the same movement in the same direction towards achieving the goals and general goals of the organization. Supervision is carried out to measure work results to avoid irregularities and, if necessary, immediately take firm action against various irregularities.

The things that need to be considered in-class management are as follows: 1) Arrangement of spatial facilities and infrastructure is adjusted to the activities to be carried out. 2) The grouping of tables and chairs is adjusted according to the needs of the children so that they have more space for movement. The arrangement of tables and chairs always changes according to the activities to be carried out. Children only sometimes sit on chairs but can also sit on the floor or carpet. 3) Play equipment for safety activities is arranged in the

room to function when needed by the child. 4) The placement and storage of play equipment are arranged in such a way according to its function so that it can train children for the habituation they want to achieve according to independence, responsibility, making decisions, the habit of rearranging equipment, and so on. 5) Walls can hang up facilities used as learning resources and children's work, but not too many so as to keep the child's attention focused. 6) Get sunlight in properly so the class is not dark. 7). Classes for kindergarten children are designed to be fun. Bright and cheerful colors are very fond of children. However, don't get too many colors because it can distract the child (Suyanto, 2015; Rumsiah, 2019; Endang, 2021).

Based on previous research that has been done, the researcher wants to examine and see whether classroom management is well managed so that children can learn as much as possible in class and learning can take place efficiently and effectively. This research aims to find out and describe planning in-class management, organizing in-class management, implementing in-class management, and supervising PAUD class management at RA Al-Islamiyah Bandarsakti.

METHODS

The type of approach used in this study is qualitative (Suwendra, 2018; Zaluchu, 2020; Parjaman, 2019). The data sources in this study were school principals and classroom teachers at RA Al-Islamiyah Bandarsakti, consisting of five people. Secondary data sources are obtained directly from parties related to the school's data. Data collection methods are interviews, observation (J. W. Creswell, 2018) for one month, and documentation (Sugiyono, 2018; Hanafiah, 2022). Data analysis techniques used by researchers in this study are as follows: 1) data reduction (Sugiyono, 2016; Arafat, 2020), 2) data presentation (Display), and 3) data verification or drawing conclusions (Conclusion drawing/verifying). Testing the validity of the data in this study was carried out using source and technical triangulation to strengthen the data obtained.

RESULTS AND DISCUSSION

A. Result

Classroom management at RA Al-Islamiyah Bandarsakti, carried out by educators, is not new. However, during a pandemic like this, it is something new for educators to carry out face-to-face learning processes related to the efforts being made in implementing post-covid-19 pandemic classroom management at RA Al-Islamiyah Bandarsakti with the support of the head of RA Ibu Winarti who always urges and invites educators to improve order and conducive learning conditions when the learning process takes place in the classroom. Several theories related to classroom management can be used as a reference in classroom management, namely the theory of Malayu S.P. Hasibuan, Mulyas, and Slamet Suyanto. Based on the results of research at RA Al-Islamiyah Bandarsakti, it can be described as follows:

Class management planning, planning is a process of systematic thinking activities related to what will be achieved, such as determining learning targets to be achieved in class, determining actions to be taken to achieve learning targets in class, determining resources to be used to achieve learning targets, determining the methods used to achieve learning targets and create and establish rules of conduct in the classroom. The planning activities that the teacher must carry out in the classroom are preparing plans for managing class infrastructure, teaching management, students, and class administration, such as seating arrangements, room lighting, teaching planning, administration planning, planning student attendance lists, all of which must be in place before entering and carry out learning. This planner should be made in advance (Tune Sumar, 2020; Warsono, 2016). Based on the results of research conducted by the authors regarding classroom management plans, they have been prepared as well as possible since the beginning of the first learning year, such as making daily and weekly lesson plans and semester programs. In achieving the learning targets that have been planned, the teacher needs to understand the material that will be delivered with the method that will be used according to the needs of each theme presented. In addition, the teacher also needs to set learning targets in class, make learning SOPs in class, and make class rules.

Class management organization, based on the research results that the authors did, to achieve the learning objectives in the classroom, the class was organized in relation to students, related to their interests, skills, desires, and activities. An optimal learning condition is achieved when the teacher can manage students and teaching facilities and control them in a pleasant atmosphere to achieve learning goals (Faruqi, 2018). So that the organization of class management at RA Al-Islamiyah Bandarsakti is in accordance with G R. Terry, such as implementing a system of cooperation with several people carried out by division and division of tasks, by forming a number of work units that collect work in one work unit, in other words, organizing is the activity of structuring resources to carry out tasks and functions.

The direction or implementation of in-class management, creating an atmosphere filled with high student motivation requires good classroom management. These steps are referred to as classroom management procedures. A fundamental step in preventive classroom management is increasing self-awareness as a teacher (Erwinsyah, 2017). Based on the results of the research that the authors conducted, teachers must be able to lead, direct, motivate, guide, and become role models for students in the class both in speech, attitude and how to dress because, during the developmental period, children at the age of 5-7 years will be remembered and imitated after what they saw directly. The direction and implementation of in-class management at RA Al-Islamiyah Bandarsakti have been carried out properly according to the conditions during the learning process. The author uses it in accordance with G. R. Terry's theory. In its mobilization, all activities are synchronized, and cooperation is created to achieve organizational goals smoothly and efficiently. However, in researchers' observation, implementing good classroom management in guiding, motivating, and structuring infrastructure facilities is still not optimal. With an inappropriate number of desks

and students, too many students in one class, and the APE attached to the window ventilation.

Supervision of in-class Management, based on the results of the research that the authors conducted regarding supervision in-classroom management, namely, the teacher evaluates learning outcomes every day, then makes comparisons of student learning outcomes with learning targets, assesses the personality of each child, and is able to cope with the classroom environment when it is not conducive. So that supervision, when learning takes place at RA Al-Islamiyah Bandarsakti, follows the theory that the author uses, such as the supervision process that needs to be carried out so that members of the organization can work together well, and the same movement in the same direction towards achieving the goals and general goals of the organization. Supervision is carried out to measure the work's results, avoid deviations, and, if necessary, immediately take firm action against various deviations.

The way the teacher makes rules of conduct in the classroom, based on the results of research conducted regarding the way teachers make rules of conduct in the classroom, all of them are in accordance with the SOP for learning rules. However, sometimes they still require a particular agreement on the learning process and certain games. For example, when playing games that involve running, the teacher must pay attention to how to make students run freely and safely. So, basically, the SOP rules always take place, but there are also additional rules when the game or the surrounding environment also needs attention for the safety of students. When a structural SOP is made, there is a curriculum section and the person in charge. Because the rules for playing in Kindergarten B and Kindergarten B are different, they must be adjusted according to the level. Regarding the making of rules of conduct in the classroom, it follows Mulyas' theory, in which the rules of conduct are made and adapted to the types of activities that will be carried out during learning. With rules in the various activities, an activity will run well and be conducive.

The arrangement of space facilities and infrastructure is adjusted to the activities to be carried out, based on the results of the research conducted by the author regarding the arrangement of learning facilities and infrastructure, they have been prepared before students enter class. Even after the students went home, the teachers at RA Al-Islamiyah Bandarsakti immediately prepared RPPH for the learning process the next day, such as preparing learning media facilities that are posted on the wall for examples of activities to be carried out. At the same time, the infrastructure is arranged according to the needs of the students in the class. However, there are several things the author has noticed that there are tools that will be used that still seem difficult to reach when taking or returning the tool, so the arrangement of facilities and infrastructure at RA Al-Islamiyah is not following Selamat Suyanto's theory where the placement of learning tools that students will use must be placed in a slightly lower place so that students can easily pick them up and return them to their original place.

Grouping of tables and chairs, based on the results of the authors' research on the grouping of seats since the beginning of the first year of learning, the seating arrangements were erratic. The meaning was that each class teacher agreed they wanted a different seating

model every month to eliminate boredom in learning and improve the child's social and emotions toward friends around him. However, table grouping has not been optimized because of the limited number of tables and room area. So it is not by Slamet Suyanto's theory regarding good seating groupings and an ideal number of students between 4-8 students, which is also adjusted to the table and chair arrangement model and the needs of ongoing teaching and learning.

Attachment of the facilities used as children's learning resources. based on the research results that the authors did, the classroom walls had been used properly to stick APE, which was used as an example during the learning process. After learning is complete, the APE used as an example is removed and replaced for learning the next day. If the children's work is not pasted, it will be posted on a drawing or adhesive book. The results are stored in a cupboard and can be taken home at the end of the semester to follow Slamet Suyanto's theory, which is related to the attachment of facilities that will be used as children's learning resources. And there is evidence that teachers have used walls and bulletin boards to attach learning media. Even the APE tools for each theme and semester have been posted.

The use of media and visual aids in the learning process, based on the results of the research that the authors did, the use of media and visual aids had been prepared in advance before the learning process took place. The teacher will call the students individually when they want to use the media and demonstration tools to follow Slamet Suyanto's theory regarding the use of media and visual aids in the learning process.

Placement and storage of play equipment, based on the results of the research that the author did, the placement and storage of playing tools had been arranged in such a way as to place them on shelves and cupboards so that students could easily reach and use them according to their function. For storing playing tools in the cupboard, they are still placed at the bottom so they are still easy to reach. Students learn to be responsible for picking up playing tools and returning them to their original place neatly. This is in accordance with the arrangement of game tools which must consider the convenience for children to use so that children can obtain tools easily and regularly when carrying out activities. So, the writer can say that class management regarding the placement and storage of playing equipment is in accordance with Slamet Suyanto's theory. All the play equipment has been arranged in such a way according to its function so that it can train children for the habituation they want to achieve according to independence, responsibility, making decisions, the habit of rearranging equipment, and so on.

Play Equipment for Safety Activities Is Arranged in the Room, based on the results of the author's research on playing equipment at RA Al-Islamiyah Bandarsakti, each class has been provided and has been well managed. Each class has play equipment so that students can easily pick it up and be reached by children. Playing tools are placed on shelves and in cupboards at the bottom so that when students want to use them, they are still easy to pick up and reach and train children to imagine. So based on the observations of researchers, it can be said that it is not following the theory the authors use. Because related to playing equipment for activities, the security conditions are still not optimal.

Sunlight is Attempted to Enter Properly So That the Class is Bright, lighting is an important asset to help the teaching and learning process. With adequate light, it can make it easier for students to see objects and their surroundings. Based on the results of the interviews that the authors conducted regarding lighting, it was found that each classroom met the standards of educational facilities and infrastructure. Each room has been designed since the beginning of construction, and each classroom has been facilitated with electric lights to support lighting in the classroom. Meanwhile, based on observations and documentation, researchers found that classroom lighting did not follow Slamet Suyanto's theory. This is because several APE devices are attached to the ventilation section of the window so that the incoming light is slightly reduced.

Classes for Kindergarten Children Are Designed to be Fun, based on the research results that the authors have done, each class has been designed to be fun with bright and cheerful colors according to the child's favorite color. In each class, the colors used are different, namely green and yellow, for pictures and APE that are posted on the walls are also different according to the needs and character of the students. Based on observations and documentation, it can be said that it follows Slamet Suyanto's theory, which is related to classroom decorations designed to be fun with bright and cheerful colors according to the child's favorite color. Then in each class, the colors used are different, namely green and yellow, for pictures and APE posted on the walls are also different and adapted to the needs and character of the students.

Things That Need to be Done by the Teacher to Keep the Classroom Environment Running Conducively, based on the research results that the authors did, what the teacher needs to do to keep the classroom environment running in a conducive manner, namely, the first teacher must be pleasant and easy to get close to students. So that students will find it easier to follow the instructions given by the teacher. But in practice, it is not as easy as we would like, so we need to approach and understand the personality of each child who is always trying to be in control in organizing and managing the class. This is done by being a fun teacher for students. A pleasant teacher can be interpreted as someone close to students who becomes a friend and understands each student's personality. When the child feels comfortable with the teacher, the child will be easier to direct and guide. So it can be said that it is following Slamet Suyanto's theory regarding controlling a conducive learning environment.

B. Discussion

The classroom management function is actually an implementation of the management function that is applied in the classroom by the teacher to effectively support the achievement of learning objectives. The class management function is first the class planning function, the second is the class organizing function, the third is the class leadership function, and the fourth is the class control function. (Hidayat et al., 2020). Based on the results of interviews and observations during the research, the authors obtained information that PAUD class management at RA Al-Islamiyah Bandarsakti, North Lampung, was carried out in this case as

follows: First, the class management plan had been prepared as well as possible since the beginning of the first learning year, such as making daily and weekly lesson plans and semester program. In addition, teachers also need to set learning targets in class, and the latest is that schools have a procedure in learning, namely making SOPs for learning in class and making class rules of conduct. Second, in achieving learning goals in class, it is carried out by organizing classes, namely by using resources that are in accordance with the needs of the class. Before the learning process, the teacher needs to organize or group seats for students and choose one to dare to lead the activity. Third, in practice, the teacher is not optimal in leading, directing, motivating, guiding, and being a role model for students in the class both in speech, attitude, and way of dressing, as well as the arrangement of infrastructure which is still not optimal. With an inappropriate number of desks and students, too many students in one class, and the APE attached to the window ventilation. Fourth, in supervising classroom management, the teacher can evaluate learning outcomes on a daily basis and then makes comparisons of student learning outcomes with learning targets, assesses each child's personality, and can cope with the classroom environment when it is not conducive.

CONCLUSIONS

Based on the analysis and discussion above, the authors can conclude that classroom management at RA Al-Islamiyah Bandarsakti North Lampung is still not optimal. In addition, the teacher also needs to set learning targets in class, make learning SOPs in class, and make class rules. Second, achieving learning goals in class is carried out by organizing classes and using resources that follow the class's needs. Before the learning process, the teacher needs to organize or group seats for students and choose one to dare to lead the activity. Third, in practice, the teacher is not optimal in leading, directing, motivating, guiding, and being a role model for students in the class both in speech, attitude, and way of dressing, as well as the arrangement of infrastructure which is still not optimal. With an inappropriate number of desks and students, too many students in one class, and the APE attached to the window ventilation. Fourth, Supervision in classroom management, namely, the teacher evaluates learning outcomes every day and then makes comparisons of student learning outcomes with learning targets, assesses each child's personality, and can cope with the classroom environment when it is not conducive.

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