

The Implementation of Spiritual and Social Attitude Assessment in the Textbook of Islamic Cultural History for Third Grade Madrasah Ibtidaiyah

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Abstract: Attitude refers to an internal response of an individual towards a particular object or situation, which influences their behaviour towards others. This study aims to analyse the implementation of attitude assessment in the *Sejarah Kebudayaan Islam* (Islamic Cultural History, SKI) textbook for third-grade *Madrasah Ibtidaiyah* (MI). The research adopts a qualitative approach with a literature review method, examining the attitude assessment in the 2020 revised edition of the SKI textbook for third-grade MI. The primary data was sourced from the textbook, while secondary data included relevant regulations, journals, and theories. The findings of this study indicate that the third-grade SKI textbook for MI emphasises two main aspects of attitude assessment: spiritual and social. The spiritual aspect focuses on the acceptance of Islamic teachings, belief in the prophethood of Prophet Muhammad (PBUH), and emulating his noble characteristics. The social aspect encompasses attitudes such as tolerance, compassion, responsibility, honesty, courtesy, and environmental care. These attitudes are instilled through practical teaching components, positive interactions between teachers and students, and extracurricular activities, in line with the National Education System Law No. 20 of 2003.

Keywords: Attitude Assessment, Spiritual Attitude, Social Attitude, SKI Textbook, Madrasah Ibtidaiyah, Character Education, Islamic Cultural History.

Abstrak: Sikap adalah respons internal individu terhadap objek atau situasi tertentu yang memengaruhi perilaku mereka terhadap orang lain. Penelitian ini bertujuan untuk menganalisis penerapan penilaian sikap dalam buku ajar *Sejarah Kebudayaan Islam* (SKI) untuk kelas *Madrasah Ibtidaiyah* (MI).



Pendekatan yang digunakan dalam penelitian ini adalah kualitatif dengan metode kajian pustaka, yang mengkaji penilaian sikap dalam buku ajar SKI MI kelas tiga edisi revisi 2020. Data utama diperoleh dari buku ajar tersebut, sedangkan data pendukung meliputi peraturan-peraturan terkait, jurnal, dan teori-teori yang relevan. Hasil penelitian menunjukkan bahwa buku ajar SKI MI kelas tiga menekankan dua aspek penilaian sikap, yaitu spiritual dan sosial. Aspek spiritual berfokus pada penerimaan ajaran Islam, keyakinan terhadap kerasulan Nabi Muhammad SAW, dan peneladanan sifat-sifat mulianya. Aspek sosial mencakup sikap toleransi, kasih sayang, tanggung jawab, kejujuran, kesantunan, dan kepedulian terhadap lingkungan. Penanaman sikap-sikap ini dilaksanakan melalui berbagai komponen pembelajaran yang efektif, interaksi positif antara guru dan siswa, serta kegiatan ekstrakurikuler yang mendukung, sejalan dengan Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

Kata Kunci: Penilaian Sikap, Sikap Spiritual, Sikap Sosial, Buku Ajar SKI, Madrasah Ibtidaiyah

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Introduction

Education is transferring knowledge to shape individuals into better persons, fostering self-awareness, and applying the acquired knowledge in daily life (Hidayat & Machali, 2012, p. 27). This aligns with the objectives of National Education as outlined in Article 3 of Law Number 20 of 2003, which states that “the purpose of national education is to develop the potential of learners to become human beings who are faithful and devoted to God Almighty, noble in character, healthy, knowledgeable, skilled, creative, independent, democratic citizens, and responsible.”

Assessment is a crucial aspect of education, providing information regarding the success of the learning process. Arifin (2017, p. 20) states that assessment encompasses several vital factors. Firstly, assessments should consider students' individual capabilities, acknowledging their uniqueness and

potential. Secondly, assessment evaluates the teaching methods employed by educators to improve teaching effectiveness. Furthermore, assessment examines student engagement, deep understanding, and the development of relevant skills. It also highlights the results of knowledge transfer and practical communication competencies. By considering these factors, assessment offers a comprehensive overview of educational success and serves as a foundation for improving teaching practices and supporting the holistic development of students.

Islamic Cultural History (SKI) is integral to the Madrasah Ibtidaiyah (MI) curriculum. SKI teaching not only provides knowledge about the history of Islam but also serves as a means of shaping the character and personality of students. Through this subject, students can learn from the stories of the Prophet, the Apostles, and other influential Islamic figures who played pivotal roles in developing Islamic civilisation. In addition to learning history, students gain moral values, ethics, and a set of principles that guide them in everyday life. With the right approach to teaching, SKI becomes an essential foundation for developing a generation with noble character who are committed to the teachings of Islam (Junaidi, 2013).

SKI education aims to introduce significant events in Islamic history and civilisation and familiarise students with historical sites and influential figures in Islam (Fachrudin, 2023). Additionally, this subject aims to cultivate a love for Islamic culture and teach moral values relevant to students' lives (Muhammad, 2020).

Attitude is an internal response of an individual to a specific object, which can reflect either positive or negative behaviour (Azwar, 2010). According to Jahja (2011), attitude is a state within an individual that can result in actions and measure their response to an object. Attitudes reflect a person's subjective evaluation of an object or individual, which then influences their actions or behaviours in social interactions. In the learning context, students' attitudes affect the effectiveness of the learning process (Kurniasih & Sani, 2014).

Positive attitudes, such as enthusiasm and motivation, enhance student engagement and participation, while negative attitudes can hinder their willingness to learn.

Educators must pay attention to students' attitudes towards learning. Positive attitudes can be fostered through relevant, creative approaches that consider the needs and interests of the students. In this way, students' attitudes become a critical factor in the success of the learning process.

Attitude assessment, as an integral part of character education, indicates the success of education. This is reflected in the Ministerial Regulation No. 23 of 2016 on Educational Assessment Standards in Indonesia, which includes assessments of attitudes, knowledge, and skills. Attitude assessment helps to shape students' character, such as integrity, responsibility, and a passion for learning. This assessment also supports the achievement of a holistic education goal.

However, according to Sudjana (2009), attitude assessment is often considered challenging in the evaluation process. Attitude assessment is an essential component of authentic assessment, where students' behaviour is used as a benchmark in evaluation. Despite this, many educators tend to focus solely on cognitive assessments, causing attitude assessment to be neglected. Therefore, educators need to emphasise assessing attitudes during the learning process to maximise the development of students' character and personality.

This study employs a qualitative approach to analyse the implementation of attitude assessment in the revised 2020 edition of the Islamic Cultural History (SKI) textbook for third-grade Madrasah Ibtidaiyah (MI). A qualitative approach was chosen to understand how attitude assessments are applied in the textbook (Creswell, 2018).

The method used is a literature review, which aims to collect data from various written sources such as textbooks, educational regulations, journals, and relevant theories. The primary data source in this research is the SKI MI third-grade textbook while supporting data comes from regulatory documents

and other relevant literature. This study aims to analyse how both spiritual and social attitude assessments are applied in the textbook and how they contribute to the formation of students' character.

Implementation of Spiritual and Social Attitude Assessment in the Islamic Cultural History Textbook

The development of the 2013 Curriculum is a response to the challenges faced in the era of globalisation. Globalisation has brought about significant changes in human interaction and behaviour. This challenge has become even more complex with the rapid advancement of technology, which substantially affects how individuals interact and behave within society. Therefore, a deep understanding of the use of technology has become crucial in addressing its negative impacts and ensuring the positive outcomes of these developments (Annisa et al., 2022).

A critical response to this challenge is developing learning resources, including textbooks. Textbooks play a vital role in supporting the learning process in schools. Educators can use them as structured guides for teaching, while students can use them as credible sources of information and references. The government also provides electronic textbooks that can be accessed via the Internet, facilitating educators and students in obtaining access to high-quality learning materials (Kosasih, 2021, p. 31).

It is important to note that the use of textbooks, whether in print or digital form, must be adapted to the needs and context of the learning process. As facilitators of learning, educators are responsible for selecting and using learning resources that align with the curriculum and meet the needs of the students. A good textbook should present relevant content, be engaging and interactive, and be aligned with technological developments (Nurmaini et al., 2023). With easy access to learning resources, the quality of learning and student outcomes are expected to improve. A high-quality and up-to-date textbook will help students better understand the learning material.

Additionally, easy access also allows educators to find additional references, presenting material in varied and engaging ways.

Beyond serving as a classroom learning aid, textbooks can also serve as independent learning resources for students outside regular class hours. Electronic textbooks, accessible via the Internet, allow students to learn whenever and wherever they choose, according to their needs and interests. This helps enhance students' independent learning abilities and fosters autonomy in the learning process.

The importance of using appropriate and effective textbooks cannot be denied. Textbooks not only function as information sources, but they can also shape students' attitudes and instil positive values. By presenting relevant material that supports the holistic development of students, textbooks become an effective instrument in improving educational quality and student outcomes. In the context of the advancement of information and communication technology (ICT), the government, educational institutions, and relevant stakeholders must continue to update and develop textbooks responsive to technological progress, including interactive electronic textbooks that present information dynamically. As such, textbooks will serve as practical learning tools and become part of the educational transformation towards inclusive, innovative, and results-oriented education (Tsalatsa, 2016).

Fajri's statement on the importance of textbooks in education is highly relevant in the current educational context. As a tool for nurturing human values in students, textbooks significantly shape their character and morals. Furthermore, as a source of teaching material, textbooks are a key element in the learning process in schools (Fajri, 2018).

The role of textbooks in education is indisputable. They serve not only as a medium for delivering information but also as an instrument for expanding students' knowledge and understanding. By presenting well-structured and organised material, textbooks provide clear guidance for educators in delivering content effectively. They also offer a systematic framework for

students to understand and master the concepts being taught (Fahrudin, 2020).

In addition to serving as information sources, textbooks also play a role in developing students' skills. Textbooks help students sharpen their critical thinking skills, analyse information, and solve problems through activities and exercises relevant to the learning material. Moreover, textbooks can stimulate students' interest and motivation to learn by presenting engaging and relevant content to their daily lives (Pardomuan & Ristua, 2023, p. 41).

However, it is essential to remember that textbooks are just one factor influencing the achievement of educational goals. While crucial, textbooks cannot stand alone in ensuring the success of the learning process. The role of educators in managing the learning process, presenting material engagingly and interactively, and providing support to students remains crucial in achieving educational objectives.

The advancement of information and communication technology (ICT) has also transformed the learning paradigm and the use of textbooks. Electronic textbooks and digital learning platforms have become increasingly popular in modern education. The availability of electronic textbooks allows students to access learning materials flexibly, whenever and wherever they are. Electronic textbooks can also be tailored to the needs and interests of students, increasing their engagement and motivation to learn.

In conclusion, textbooks play a crucial role in the learning process. As teaching resources, textbooks help students broaden their knowledge and develop the necessary skills. However, textbooks are just one of many factors that affect the effectiveness of learning. The role of educators, technological advancements, and social and environmental factors also contribute to creating a conducive and effective learning environment. Therefore, all parties involved in education must collaborate and optimise the role of textbooks and other supporting factors in achieving the desired educational outcomes.

Table 1. Assessment of Attitudes in the SKI MI Textbook for Year Three

No	Topic	Assessment of Attitudes	Notes
1	Traditions of Arab Society	<p>Spiritual:</p> <ol style="list-style-type: none"> 1. Accepting goodness without discriminating against differences. 2. Believing that there is no god but Allah SWT. <p>Social:</p> <ol style="list-style-type: none"> 1. Demonstrating a tolerant attitude. 2. Demonstrating an attitude of compassion. 	In this case, children are encouraged to learn lessons that will help them avoid bad behaviour in daily life and consistently cultivate good attitudes.
2	Livelihoods of the Arabs Before Islam	<p>Spiritual:</p> <ol style="list-style-type: none"> 1. Accepting every sustenance granted by Allah. 2. Believing that work is an act of worship. <p>Social:</p> <ol style="list-style-type: none"> 1. Demonstrating a diligent attitude towards learning. 2. Demonstrating an entrepreneurial attitude. 	In this case, children are encouraged to develop their abilities for their future lives.
3	Religion and Beliefs of the Arabs Before Islam	<p>Spiritual:</p> <ol style="list-style-type: none"> 1. Accepting the truth of Islam. 2. Believing that only Allah SWT is worthy of worship. <p>Social:</p> <ol style="list-style-type: none"> 3. 1. Demonstrating a sense of responsibility.2. Demonstrating firmness of belief (Istiqomah). 	In this case, children are encouraged to strengthen their beliefs and apply them in their daily lives.
4	Childhood of Prophet Muhammad SAW	<p>Spiritual:</p> <ol style="list-style-type: none"> 1. Believing in the miraculous signs (Irhas) of Prophet Muhammad SAW. 2. Guarding oneself against sin from a young age. 	In this case, children are encouraged to learn from the lives of others and incorporate those lessons into their daily lives.

		Social: <ol style="list-style-type: none">1. Demonstrating honesty with others in your environment.2. Practising a loving and caring attitude in interactions with others.	
5	Youth of Prophet Muhammad SAW	Spiritual: <ol style="list-style-type: none">1. Believing in the miraculous signs (Irhas) of Prophet Muhammad SAW during his youth.2. Accepting the example (Uswah) set by Prophet Muhammad SAW during his youth. Social: <ol style="list-style-type: none">1. Demonstrating politeness with others in your environment.2. Cultivating self-restraint in interactions with others.	In this case, children are encouraged to avoid being easily influenced by their peers and focus on adopting positive traits from others.
6	Adulthood of Prophet Muhammad SAW	Spiritual: <ol style="list-style-type: none">1. Believing in the miracles of Prophet Muhammad SAW.2. Fully accepting the prophethood of Prophet Muhammad SAW. Social: <ol style="list-style-type: none">1. Demonstrating care and concern for others in your environment.2. Practising kindness and empathy in interactions with others.	In this case, children are encouraged to be of benefit to those around them.
7	The Event of Prophet Muhammad SAW's Prophethood	Spiritual: <ol style="list-style-type: none">1. Believing in the event of Prophet Muhammad SAW's prophethood.2. Fully accepting the	In this case, children are encouraged to develop responsibility and a sense of duty in their actions.

		prophethood of Prophet Muhammad SAW.	
	Social:		
		1. Demonstrating trustworthiness in carrying out daily tasks.	
		2. Demonstrating responsibility in interactions with others.	
8	Proofs of the Prophethood of Prophet Muhammad SAW	Spiritual: 1. Accepting that Prophet Muhammad SAW is the messenger of Allah. 2. Believing in the prophethood of Prophet Muhammad SAW by following his Sunnah. Social: 1. Demonstrating care and concern for others. 2. Practising a caring attitude in interactions with others.	In this case, children are encouraged to become role models for others.

In the textbook for Madrasah Ibtidaiyah (MI) third grade, there is a significant emphasis on two aspects of attitude assessment: spiritual and social attitudes. The spiritual aspect encompasses students' ability to believe in and practise the values and teachings of Islam in their daily lives. This is a crucial component of Islamic Education, as it aims to shape strong character and moral values in students.

The spiritual attitudes taught in this textbook involve a deep understanding of Islamic teachings, such as faith in Allah SWT, belief in the prophethood of Prophet Muhammad SAW, and the application of religious teachings in everyday life. Students are encouraged to comprehend the meaning and importance of Islamic teachings in guiding their behaviour and actions.

Furthermore, the textbook also emphasises the importance of social

attitudes in students' lives. The social aspect focuses on students' ability to apply Islamic values and teachings in their interactions with others, whether within the family, at school, or in the broader community. Students are taught that Islamic teachings are not only relevant in the vertical relationship between humans and God but also in horizontal relationships among people.

In the context of social attitudes, students are taught to be responsible, caring individuals who respect the rights of others. They are also encouraged to develop empathy, tolerance, and cooperation in various situations. Therefore, this textbook aims not only to form individuals who are strong in faith and spirituality but also those who contribute positively to building a harmonious and civilised society.

The implementation of Islamic values and teachings in everyday life is a key focus in Islamic Education at Madrasah Ibtidaiyah. Teachers, as facilitators of learning, play a critical role in guiding students to understand and internalise these values. Through creative and interactive teaching methods, teachers can help students relate Islamic concepts to their real-life contexts (Amin, 2015, p. 62). In addition to classroom interaction, the application of spiritual and social attitudes can also be reinforced through extracurricular activities organised at school. Activities such as religious study circles, charity work, or community service programmes can serve as opportunities for students to implement Islamic values in practical actions. Thus, Islamic Education at MI is not limited to classroom learning but also involves active participation from students in activities that strengthen their spiritual and social values.

Moreover, collaboration between schools and families is essential in reinforcing the development of spiritual and social attitudes in students. Families play a significant role in shaping the character and behaviour of children. Therefore, Islamic Education at MI should also involve parents in the learning process and the development of their children's attitudes (Irwan et al., 2023). In this way, the third-grade MI textbook plays an essential role in

shaping the spiritual and social attitudes of students. Through a holistic and integrated learning approach, this textbook not only provides a deep understanding of Islamic teachings but also helps students internalise these values in their everyday lives. It is expected that students will become individuals who are faithful, devout, and beneficial to their communities and environments.

Students are also expected to apply the knowledge they gain at school in their daily lives, such as by doing good deeds, showing tolerance towards others, practising empathy, demonstrating a strong work ethic, and becoming role models for others. According to Holifatul, teachers play a crucial role in integrating the spiritual and social attitudes that children should develop. This involves how teachers can effectively design learning plans, focusing on the components of the lesson, its objectives, and the learning outcomes. He also suggests that the integration of attitudes can be achieved through teacher-student interactions and interactions among students themselves (Hasanah et al., 2017).

The integration of attitudes into Islamic Religious Education (IRE) content is an important element of the learning process. The goal is to balance religious knowledge with the development of attitudes and Islamic values. First, the teaching materials must include relevant Islamic values, such as honesty and patience. Second, the integration must be contextual and relevant to students' daily lives.

Interactive learning methods, such as discussions and role plays, can be used to understand and internalise Islamic attitudes. Case studies and inspiring stories that demonstrate the application of Islamic attitudes in real life can also be included. Visits to historical sites and interactions with inspirational figures can deepen students' understanding. This holistic approach allows for the integration of attitudes into IRE content, creating a learning environment that supports the development of Islamic character in students. Samsudin also asserts that extracurricular activities such as counselling and religious studies

to instil religious values, as well as scouting and first aid activities, can be effective in integrating these attitudes (Samsudin & Iffah, 2020). Thus, teachers play a significant role in developing and instilling both spiritual and social attitudes in children, both through textbooks and their interactions with students.

The connection between the methods and strategies used by teachers is crucial in achieving learning objectives, especially in the context of developing spiritual and social attitudes in students. In Islamic Cultural History (SKI) lessons, the use of active learning methods such as group discussions, simulations, and role-playing can be effective strategies. Through group discussions, students can interact, exchange opinions, and deepen their understanding of Islamic values as reflected in Islamic history and culture. In addition, through simulations, students can experience firsthand how Islamic values are applied in everyday situations, enabling them to understand the meaning and relevance of these values in real life. Meanwhile, with role-playing, students can act as historical or cultural figures, which helps them better understand the characteristics and roles of these figures, as well as the values they uphold. Therefore, the use of active learning methods not only makes learning more interactive and enjoyable but also helps students deepen their understanding of Islamic values and apply them in daily life (Asri et al., 2023, p. 27).

Using problem-based strategies, where students are presented with real-life situations or problems that require critical thinking and problem-solving, can assist students in learning how to apply Islamic values in daily life and in facing the challenges they encounter (Aisyah et al., 2023). In addition to classroom learning methods, teachers can also use extracurricular activities, such as study circles, charitable activities, or visits to places of worship, to reinforce the formation of students' spiritual and social attitudes outside of the classroom. Teachers can implement project-based learning, where students are allowed to develop projects based on Islamic values that can benefit the

community or their surrounding environment. Through these projects, students can learn to contribute positively to society and apply Islamic values in tangible actions.

By using appropriate learning methods and strategies, teachers can help students understand, internalise, and apply Islamic values in their everyday lives. This will aid in the formation of intense spiritual and social attitudes in students, making them individuals who are faithful, devout, and beneficial to their communities and environments.

Conclusion

The textbook for Sejarah Kebudayaan Islam (SKI) in the third grade of Madrasah Ibtidaiyah (MI) focuses on the assessment of spiritual and social attitudes. The spiritual aspect includes acceptance of Islamic teachings, belief in the prophethood of Muhammad SAW, and emulating his noble qualities. This attitude is fostered through practical teaching components, positive teacher-student interactions, and extracurricular activities, in line with the National Education System Law No. 20/2003.

The assessment of spiritual attitudes aims to strengthen students' faith in Islamic teachings, such as belief in the oneness of Allah, the prophethood of Muhammad SAW, and the practice of following his sunnah. Meanwhile, the assessment of social attitudes aims to cultivate positive attitudes in interactions with others, including tolerance, compassion, responsibility, honesty, and care for the environment.

By integrating these two aspects, the third-grade SKI textbook not only imparts knowledge about Islamic cultural history but also helps shape students' character by the values of religion, morals, and society, which are expected to be applied in daily life. This textbook plays a significant role in achieving the national education goal of character development based on Islamic teachings.

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