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The Implementation of Religious Activities Development Program Based on Virtualization of Zoom Meetings in Madrasah Ibtidaiyah

Subhan Marpaung^{1✉}, Wahyuddin Nur Nasution², Yusnaili Budiarti³

State Islamic University of North Sumatra Medan, Indonesia^{1,2,3}

E-mail: subhanmarpaung2205@gmail.com¹, wahyudinnur@uinsu.ac.id², budiarti Yusnaili@gmail.com³

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi program pengembangan kegiatan keagamaan berbasis virtualisasi *zoom meeting* di MIN 8 Asahan. Fokus pembahasan meliputi kajian metode ajar, materi (konten pembelajaran), serta faktor pendukung dan penghambat dalam mengembangkan kegiatan keagamaan melalui *zoom meeting*. Teknik pengumpulan data menggunakan dokumentasi, wawancara dan observasi. Teknik analisis data menggunakan reduksi data, *display* data dan penarikan kesimpulan Hasil penelitian pertama bahwa metode gurunya berdasarkan pada aspek kegiatan harian, mingguan dan bulanan, berdasarkan pada aspek kegiatan semesteran dan tahunan menggunakan metode *synergetic teaching*. Materi gurunya dilaksanakan melalui evaluasi. Evaluasinya dengan menggunakan penilaian evaluasi melalui tes lisan, tulisan dan perbuatan. Faktor pendukungnya adalah adanya koorporasi antara kementerian agama Kabupaten dengan dinas pendidikan setempat dan adanya dukungannya dari kepala sekolah, guru, masyarakat belajar dan komite Madrasah. Sedangkan dari faktor penghambatnya adalah kurang tersedianya waktu dan volume distribusi jam untuk pelaksanaan kegiatan, sementara itu intensitas dan jumlah peminat dalam satu item kegiatan membutuhkan waktu sampai 5 jam serta layanan internet kadangkala mengalami gangguan jaringan. Kurang optimalisasinya pengadaan sarana dan prasarana ditambah dengan kualitas distribusi pengembangan yang cakupannya belum memadai seperti fasilitas layanan internet yang cepat dan kegiatan pengembangan di luar jam pelajaran yang tidak tercukupi.

Kata Kunci: Pengembangan Ekstrakurikuler, Program Keagamaan, *Zoom meeting*.

Abstract

This study aims to describe the implementation of a religious activity development program based on zoom meeting virtualization at MIN 8 Asahan. The focus of the discussion includes the study of teaching methods, materials (learning content), as well as supporting and inhibiting factors in developing religious activities through zoom meetings. Data collection techniques used documentation, interviews, and observations. The data analysis technique uses data reduction, data display, and conclusion drawing. The results of the first study show that the teacher's method is based on aspects of daily, weekly, and monthly activities, based on aspects of the semester and annual activities using the synergetic teaching method. The teacher's material is carried out through evaluation. The evaluation uses an evaluation assessment through oral, written, and deed tests. The supporting factor is the existence of a collaboration between the district ministry of religion and the local education office and the support from school principals, teachers, learning communities, and Madrasah committees. Meanwhile, the inhibiting factor is the lack of available time and volume of distribution of hours for the implementation of activities, meanwhile, the intensity and number of enthusiasts in one activity item takes up to 5 hours, and internet services sometimes experience network disturbances. The lack of optimization of the provision of facilities and infrastructure coupled with the quality of the distribution of developments whose coverage is inadequate, such as fast internet service facilities and development activities outside of school hours is not sufficient.

Keywords: Extracurricular Development, Religious Programs, *Zoom meeting*.

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✉ Corresponding author :

Email : subhanmarpaung2205@gmail.com

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INTRODUCTION

In essence, the concept of education in elementary schools is education that is held with its vision and mission in terms of facilities and the universality of children's growth and development, in fact in the aspect of total student development (Assingkily & Hardiyati, 2019; Khaulani, 2020). Therefore, education in elementary schools is transformative in the same way as madrasah ibtidaiyah. Given the opportunity to develop their potential to the fullest. Thus, educational institutions in elementary schools, formally, cognitively, linguistically, socially, physically, and motorically, get a place in a conditional manner (Suyadi & Ulfah, 2015:17).

The above aspects can be understood that the implementation of education can be utilized and can be accepted in a comprehensive manner (totality). This becomes a barometer and a prometer with the intelligence possessed by the students themselves, which can be a link to place them on the assumption of learning (Suryana, 2014). As educators in their quality of paying attention to, understanding every development and growth of students through aspects of motor development and growth.

Thus, it can be understood whether these students have talent in a jam'iyah or not, after such achievements it can be understood whether these students have aspects of good development and growth. The scientific concept of basic education is spelled out in that Elementary Schools and Madrasah Ibtidaiyah are isomorphic, meaning that etymologically and terminology the scientific framework in Elementary Schools is built from interdisciplinary sciences that can be combined in several disciplines of science including psychology, physiology, sociology, education science children, anthropology, humanities, health, and nutrition as well as neuro-science or the science of the development of the human mind (Kurniawan, 2015; Santosa & Rosnaeni, 2021).

The theory of development and growth of students above is relevant for educational purposes. This is relevant to giving in textuality and contextuality in the classroom and outside the classroom (Rahmaniar, *et.al.*, 2022). Educational achievements in the learning process cannot be avoided by coaching in practice and in principle, but also the interaction of coaching that is educated through stimuli (stimuli) and the feedback is the result of students' learning experiences in the adaptation process in the environment (this environment is a learning environment, a learning environment). school, classroom environment, and playgroup environment (Slameto, 2004:2). Thus, the authentication of educational attainment in these students is contained in the ideals of Islamic education.

One of the subjects that aim to form or create and provide a stimulus or stimulation of the basics of religious knowledge for students is Islamic religious education (Sutarjo & Kristiawan, 2021). The mandate of Islamic education contains knowledge of the Islamic religion in a designed and processed manner, this cannot be separated from the cause of the revelation of the Qur'an as a source of knowledge and the conditional process of learning the religion of Islam. Therefore, this becomes a pattern or principal basis for students as conductors to explore, study, understand, place the values of education in continuity and change (Rafsanjani & Razaq, 2019). Elementary school education has an important position and role, because through this education the alignments of students can be translated through the introduction of learning classes, both in the class called intra-curricular and outside the classroom known as extra-curricular and co-curricular.

Education has external and internal functionality because education can shape the spiritual and physical appearance of students in a changing manner, this depends on how capable students understand it. In the educational process, there are several elements, including business elements, namely in the form of activities and implementation, elements of students, elements of educational resources, and infrastructure such as educational mobility (Rachmadyanti, 2017; Putri, 2014). This element is a matter of superiority in its transcendence and commonality in accordance with what is desired, thus the implementation of education becomes central objectivity.

Implementation of activities or development of activities, namely the scope of extracurricular activities in schools such as the development of *tiláwati al-Qurán*, *tahfizu al-Qurán*, *al-Khottotiyáh al-Jabbáriyah*, *al-qhiná'ut tabarruj*, development of *da'wah* such as training for *khutbatul al-minbariyah*, and extra-curricular development training in the form of *al-jináyát* training, Islamic-based scouting training, *al-mahdháh*, and *ghairu al-mahdhah* training. The implementation of the eighth above is an overall extra-curricular development activity and is an activity that supports the extra dimensions and superiority of the quality of education in schools and madrasas.

Especially at MIN 8 Asahan, Asahan Regency, the eight extra-curricular development activities aim to form skills and habits in the activities of students in each activity. Thus, it can be reaffirmed that the scope of extra-curricular activities is development, the intended development is academic. *Al-Quran* recitation activities, *tahfizu al-Qurán*, *al-Khottotiyáh al-Jabbáriyah*, *al-qhina'ut tabarruj*, *da'wah* development such as *khutbatul al-minbáriyah* training, and extra-curricular development training in the form of *al-jináyát* training, Islamic-based scouting training, the training of *al-mahdháh* and *ghairu al-mahdháh* is not only ceremonial in nature, the extra-curricular development activities are carried out in the formation of the psychological emotionality of students in the form of; the formation of personality, the formation of an independent soul, the formation of character, the formation of young people who are human as well, and the formation of a humanist through these eight developments take place.

Extra-curricular development activities based on improving academic quality at MIN 8 Asahan Asahan Regency develop in inculcating national character, in scouting for example 10 values are built called *dasa dharma* scouts, these *dasa dharma* are; a) piety to God Almighty, b) love of nature and compassion for fellow human beings, c) polite and chivalrous patriots, d) willing to help and steadfast, e) obedient and likes to consult, f) diligent, skilled and happy, g) frugal, careful and modest, h) disciplined, brave and loyal, i) responsible and trustworthy j) and pure in thought, word, and deed. Meanwhile, in extra-curricular development in the field of recitation of the Koran, it has two values, namely the placement of guidance on *al-mahjatu al-qiro'ah*, understanding of the sound of tones such as *bayati*, *syika*, *naha*, and *jaharkah*. Meanwhile, *tahfizu al-Quran* has two value functions, namely; 1) understanding *asbáb an-nuzul*, and 2) understanding *al-makhariju al-letter*.

Then *al-ghina'atu tabarruj* has three functions, namely *al-ghina atu at-tafanniyah*, an understanding of Islamic *syi'ir*, and an understanding of *tabanniyatu at-thufulah*. An understanding of *tabanniyatu at-thufulah* is understanding the development of children's independence. While *al-khottotiyah* in question is extra-curricular development in the field of calligraphy, in this case, it also has two functional values, namely understanding the rules of writing, and understanding the history of *shakkal* in every writing.

At its core (the unique features of) eight extracurricular developments (*tilawati al-Qurán*, *tahfizu al-Qurán*, *al-Khottotiyáh al-Jabbáriyah*, *al-qhina'ut tabarruj*, *da'wah* development such as *khutbatul al-minbáriyah* training, and extra-curricular development training. curricular training in the form of *al-jináyát* training, Islamic-based scouting training, *al-mahdháh* and *ghairu al-mahdháh* training based on the academic quality which is carried out at MIN 8 Asahan, Asahan Regency has seven dimensions and basic components, namely; (1) Forming the personality of students who are able to be independent; (2) Forming the personality of students who are obedient to discipline, because in these extra-curricular activities they are taught how to be disciplined in time such as praying on time even in camping activities and so on; (3) Through the form of groups, students can help each other in other groups; (4) Can foster or teach all personality activities of students through supervision. In the eight aspect activity (8 extra-curricular activities) it is taught how a student can implement discipline on time for bathing, on time for discussion, on time for carrying out the Row Activity Competition / LKBB, on time in carrying out ceremonies, on time for carrying out rows marching, all of which are taught to motivate and build the character of students in the formation of their personality; (5) Forming a polite personality towards teachers and parents; (6) Forming a responsible personality; and (7) Forming a personality that is able to maintain the mandate imposed by the school on students.

The seven basic cores in achieving extra-curricular activities based on academic quality above are activities that are developed every Friday and Saturday every week. Therefore, educators, in this case, are said to be in extra-curricular development at MIN 8 Asahan, Asahan Regency in a fun teaching and learning process outside the classroom so that students who do not only master subjects but can determine the direction of their lives through behavior who have good character (good morals). Extra-curricular development activities based on academic quality at MIN 8 Asahan, Asahan Regency are student development activities that focus on self-development.

Based on the facts above, as well as the current facts. Where the corona disease outbreak starting from 2019 to 2021 (currently) continues to spread to remote parts of the country, this has had its own impact on the world of education. The government has issued several policies or steps that can be taken during the coronavirus pandemic. One of the policies taken was to cancel all teaching and learning activities, which later turned into an online system. There is a circular letter from the Ministry of Education and Culture No. 2 of 2020 and Number 3 of 2020 concerning the prevention and handling of coronavirus disease (covid-19) that require educational institutions to enforce online learning.

Through online learning or distance learning, students can communicate with their teachers anytime, and vice versa. The nature of the communication can be closed between one student and the teacher or even together through the bulletin board (Dewi, *et.al.*, 2021). The communication can also still be selected, simultaneously or not. Juridically distance learning (PJJ) is a pattern of learning that takes place with the separation between teachers and students (Sulastri & Masriqon, 2021). According to Law Number 20 of 2003 Article 1 paragraph 15, distance education is education in which students will be separated from educators and learn using various learning resources through technology and communication, and other media. Distance education is also known as e-learning.

Learning that ideally has interactivity between educators and students, although not in the same place (Aswat, *et.al.*, 2021), with the zoom meeting can also help the learning process that is carried out (although in reality, it is not optimal, but due to the conditions and health situation of the Indonesian people, especially in Asahan Regency which does not allow face-to-face meetings) then zoom meetings are used as online media directly using the online media-based digitalization portal.

The effectiveness of learning at MIN 8 Asahan, Asahan Regency using zoom meetings can achieve semester programs, one of which is by using learning media in the learning process that is in accordance with the situation, conditions, both from the material content or the environmental conditions of the students of MIN 8 Asahan, Asahan Regency. Submission of a concept to students at MIN 8 Asahan, Asahan Regency was delivered well through a zoom meeting.

The implementation of the development of Islamic religious education activities above (this is a reflection of the case study on students' self-development in their extracurricular activities) was carried out by MIN 8 Asahan teachers in Asahan Regency for the development of their students' thinking to continue to develop the description that has been published through the development of 2013 curriculum through the National Education Standards Agency (BSNP). From the entire process of developing Islamic religious education described in its implementation at MIN 8 Asahan, Asahan Regency, through initial observations or preliminary studies the researchers in this thesis proposal found that the 2019-2020 academic year and the 2020-2021 school year found a number of academic achievements in the development of Islamic religious education. that have been achieved by several students of MIN 8 Asahan, Asahan Regency (in the table in question are preliminary data and facts of the study documenting the achievements achieved by students in religious-based self-development activities, so the point is that self-development in this school is the achievement of orientation-based goals. school culture, because this is based on the vision and mission of the Ministry of Religion of Asahan Regency, the table can be seen in the list of attachments).

The implementation of the development of Islamic religious education through the educational learning curriculum of the National Education Standards Agency/BSNP, namely the implementation of the 2013 curriculum. Using religious education efforts based on Tauhidan, as implemented by the teachers of MIN 8 Asahan, Asahan Regency. This is the elaboration of the implementation of the empowerment of students towards education to Tawhidan. So that the efforts used by the MIN 8 Asahan teachers in Asahan Regency are implementation of learning-oriented to the development of ways of learning through various methods including the methods used based on print media, image media, sculpture media, and audiovisual media.

The religious development activities above which are combined in extra-curricular activities at MIN 8 Asahan, Asahan Regency in their achievements have the same four goals, namely; a) Increasing the existence of students' experiences in piety to Allah SWT, b) Increasing students' competence as Islamic products and useful for society, c) Increasing students' self-development talents in religious contexts, and d) Increasing quality and quantity in accordance with the vision and school mission.

The implementation of Islamic religious education for teachers at MIN 8 Asahan, Asahan Regency is teaching as in extra-curricular activities through non-formal education based on academic quality that teaches reading and writing. Islamic religious education uses various learning media, such as print media in the form of 'IQRA', the Koran, Santri Magazine, Hijaiyah letter cards, cut cards from Koranic verses, writing daily prayers, media pictures, electronic media such as Android, television and VCD players. In addition, the teachers of MIN 8 Asahan, Asahan Regency also use the media, especially the print media, namely 'Marómi'. "Maromi" is from Iqra' and its derivatives are practically combined. These MIN 8 Asahan teachers have been registered with the Ministry of Religion and the Asahan Regency Education Office by owning their own buildings, besides the achievements that have been included in the documentation as in the initial study above have been achieved by many students of the MIN 8 Asahan teachers. Asahan District.

The implementation of the religious development activities above, in the year Covid-19 was carried out virtually, it did not mean it was an obstacle for teachers in implementing virtualization using zoom meeting media as an alternative to internet-based media. During the COVID-19 pandemic, madrasa policies used virtualization to increase religious development activities. The implementation of religious development activities at MIN 8 Asahan, Asahan Regency is an activity that includes the development of tiláwati al-Qurán, tahfizu al-Qurán, al-Khottotiyáh al-Jabbáriyah, al-qhiná'ut tabarruj, development of da'wah such as khutbatul al-minbariyah training, and training extra-curricular development in the form of al-jináyát training.

Based on the introduction and background of the problem above, the author is very interested in researching and making it a scientific representative in the form of strengthening the development of religious activities with the article title, "Implementation of the Virtualization-Based Development Program for Zoom Meetings at MIN 8 Asahan, Asahan Regency".

METHOD

This research uses a qualitative approach that is natural (Sugiyono, 2008:29). Because the researcher is a member of the MIN 8 Asahan committee in Asahan Regency and is not an educator at the school. Obtaining data and information (information) whose validity is accurate, and can convince others through observation, interview, and documentation techniques, in particular, this relevance is related to the implementation of the Zoom Meeting virtualization-based religious activity development program at MIN 8 Asahan Regency, the source of the data is is a high research priority. The opinion of Arikunto (2006:129) says that the source of the data is "the subject from which and where is the data are taken and the acquisition of the data".

The sources of data in this study are; a) the head of the Madrasah MIN 8 Asahan, Asahan Regency, Islamic subject teachers, extracurricular activities educators, vice-principal for curriculum, and students in grades V to VI. The time of this research was carried out starting from May 2, 2021, until the end of the valid research with a deadline (estimated on October 21, 2021). The location of this research was carried out at MIN

8 Asahan, Simpang Empat District, Asahan Regency, precisely on Jalan Anwar Idris Ujung, south bordering the Tanjung Balai Municipality area, in the north bordering Selingsing road, east bordering Jl. Anwar Idris, and west bordering community plantation land.

Data analysis techniques collected during research need to be processed and honed through thoroughness in a comprehensive and detailed manner, because this is so relevant to the final conclusion of each observed activity, especially in extracurricular activities (religious development) in education, both formally and non-formally. Meaning that this data analysis is needed to examine the extent to which the descriptions and facts can be contained in the results of this study later. According to Hadi & Haryono (2005:89), this data analysis is a grouping in making sequences, manipulating (paradoxical), and abbreviating data so that it is easy to read. Data validity (data validity is factual and realistic) is an effort carried out by researchers in a series of analyzes to reveal the truth of data (data validity is in the form of factual data and after being reduced through analysis). This is needed in an effort to fulfill the information put forward by the researcher at the beginning so that such a link contains the truth value (data correct, and correct in thinking).

RESULTS AND DISCUSSION

Teacher Methods in Developing a Virtualization-Based Religious Extracurricular Activity Program Zoom Meeting at MIN 8 Asahan, Asahan Regency

The teacher's method in developing a program of religious extracurricular activities based on virtualization zoom meetings at MIN 8 Asahan, Asahan Regency uses several aspects, namely; (1) Based on aspects of daily activities. For this daily activity, the practicum teacher uses teaching methods in the form of drill methods or ready exercises, this is intended for preparation in additional learning practicums through extracurricular development activities; (2) Based on aspects of weekly activities. For this weekly activity, the practicum teacher uses the example non-example method; and (3) based on aspects of monthly activities, based on aspects of semester activities, and based on aspects of annual activities using the synergetic teaching method.

Teacher Materials in Developing a Virtualization-Based Religious Extracurricular Activity Program Zoom Meeting at MIN 8 Asahan, Asahan Regency

The teacher's material in developing a program of religious extracurricular activities based on virtualization zoom meetings at MIN 8 Asahan, Asahan Regency is carried out through evaluation. The evaluation uses an evaluation assessment through an oral test, a written test, and an action test. Based on the scope of the teacher's material in developing religious extracurricular activity programs based on zoom meeting virtualization at MIN 8 Asahan, Asahan Regency through the evaluation above, it can be seen that the evaluation of Islamic religious education learning using a cooperative learning strategy through the STAD (Students Team Achievement Division) model is multidimensional, takes place in a natural context, collaborative and oriented to the intellectual development of students in a cultural environment.

In this learning, actually on the basis of cooperative learning strategies through the STAD model, the emphasis is on or lies in the process and results. Because in fact, the behavior that is the target of evaluation varies widely, various evaluation techniques and tools are needed as well. Evaluation activities begin with direct, informal observations to formal tests that are valid and reliable.

Inhibiting and Supporting Factors for Teachers in Developing Religious Extracurricular Activities Programs Based on Virtualization Zoom Meetings at MIN 8 Asahan, Asahan Regency

The inhibiting and supporting factors for teachers in developing a program of religious extracurricular activities based on virtualization zoom meetings at MIN 8 Asahan, Asahan Regency that the supporting factors are; (1) There is a collaboration between the district ministry of religion and the local education office in providing access to internet services for MIN 8 Asahan students through virtualization zoom meetings and

google meet, this virtualization uses centrality which cannot be consumed outside of learning; and (2) There is support from school principals, teachers, learning communities and school committees.

Meanwhile, the inhibiting factors are (1) Lack of availability of time or duration and volume of distribution of hours for the implementation of activities, meanwhile, the intensity and number of enthusiasts in one activity item takes up to 5 hours and is added with data packages (quotas) which are sometimes inadequate, as well as disturbances. internet network during the learning period of more than 2 hours; and (2) the lack of optimization of the provision of facilities and infrastructure coupled with the quality of the distribution of development whose coverage is not adequate, such as facilities and infrastructure in priority to support a faster internet access service network, and development activities outside of school hours that are not sufficient.

CONCLUSION

Based on the description above, it can be concluded that the program for developing religious activities based on zoom meeting virtualization at MIN 8 Asahan has been implemented properly and effectively. This is indicated by (1) the teacher's method based on aspects of daily, weekly and monthly activities, based on aspects of the semester and annual activities using the synergetic teaching method. (2) The teacher's material is carried out through evaluation. The evaluation uses an evaluation assessment through oral, written, and deed tests. (3) The supporting factor is the existence of a collaboration between the district ministry of religion and the local education office and the support from school principals, teachers, learning communities, and Madrasah committees. Meanwhile, the inhibiting factor is the lack of available time and volume of distribution of hours for the implementation of activities, meanwhile, the intensity and number of enthusiasts in one activity item takes up to 5 hours, and internet services sometimes experience network disturbances. The lack of optimization of the provision of facilities and infrastructure coupled with the quality of the distribution of developments whose coverage is inadequate, such as fast internet service facilities and development activities outside of school hours is not sufficient.

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