

The Effect of Perception of Religious Education Curriculum Changes on the Learning Motivation of Students at the AL ISLAM Tenggulun Solokuro Lamongan Islamic Boarding School

Yogi Muhammad Saputro^{a*}, Muhammad Arif^b, Afif Afandi^c, Benny Prasetya^d

^{abcd} Institut Ahmad Dahlan, Probolinggo, Indonesia

*Corresponding author: Muhamir749@gmail.com

Abstract

Purpose - This study aims to analyze the influence of perception of changes in the religious education curriculum on the learning motivation of students at the Al-Islam Islamic Boarding School Tenggulun Solokuro Lamongan. The background of this research departs from the reform of the pesantren curriculum that combines salafiyah approaches and modern education to make it more relevant to the needs of the 21st century.

Design/Methodology/Approach - This study uses an explanatory quantitative method with a sample of 100 students selected through purposive sampling techniques. The research instrument was in the form of a Likert scale questionnaire which was tested for validity and reliability, while data analysis was carried out by simple linear regression using SPSS.

Findings - The results showed that curriculum changes had a positive and significant effect on students' learning motivation, with a regression coefficient value of 0.396, a t-value of 5.005, and a significance of 0.000 (<0.05). A determination value (R^2) of 0.204 indicates that 20.4% of the variation in learning motivation is influenced by curriculum changes, while the rest by other factors. These results confirm that the implementation of a curriculum that is relevant, contextual, and supported by teacher competence is able to increase students' motivation to learn.]

Originality/Value - This research reinforces the theory of Educational Change Fullan and the ARCS Keller motivational model that educational reform is effective when it involves systemic, psychological, and pedagogical changes.

Keywords: Curriculum Changes, Learning Motivation, Islamic Boarding Schools, Islamic Religious Education.

Manuscript received : 02-10-2025; revised : 17-11-2025; accepted : 13-12-2025. Date of publication : 04-01-2026.

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I. INTRODUCTION

Islamic boarding schools have a central role in shaping the character, morals, and religious competence of students in Indonesia. As the oldest Islamic educational institution, pesantren not only serves as a center for the transmission of religious knowledge, but also as an institution for fostering social and spiritual values that are firmly rooted in classical Islamic traditions. However, technological developments, globalization, and the demands of 21st century competencies have required Islamic boarding schools to reform the curriculum to remain relevant to the needs of modern society (Yumni Febriani Tanjung et al., 2025).

Changes in the curriculum in Islamic boarding schools not only touch on the substance aspect of teaching materials, but also include a transformation of educational paradigms, teaching methods, and evaluation systems that are more measurable and applicative. Theory The New Meaning of Educational Change presented by Fullan explained that the success of curriculum change does not lie in the curriculum document, but in the extent to which education actors understand, accept, and apply these changes in learning practices (Fullan, 2016). This means that curriculum changes in Islamic boarding schools require systemic support, teacher readiness, and active involvement of students in the curriculum adaptation process so that the transformation can run effectively (Nadhif et al., 2025).

Some previous studies support this view. Wibowo found that the modernization of the pesantren curriculum that integrates Islamic values with modern educational approaches is able to increase the participation and involvement of students in learning (Wibowo et al., 2024). Meanwhile, Dreamson identified that the implementation of an adaptive curriculum that pays attention to the needs and characteristics of students contributes to a significant increase in learning motivation (Dreamson, 2016). Another research by Prasad emphasized the importance of a spiritual learning environment in strengthening students' affective involvement in religious learning (Prasad 'Pandey,' 2025).

However, other research shows that curriculum changes don't always go smoothly. Tensions between approaches Salafi (traditional) and Khalafiyah (modern) often arouses resistance from some students and teachers, especially when classical values are considered threatened by new approaches (Akmansyah et al., 2024). Curriculum changes have not been followed by an increase in teachers' pedagogic competence, so the impact on learning motivation is still limited (Long & Mu, 2025). This condition shows that the transformation of the curriculum in Islamic boarding schools must pay attention to the readiness of human resources, as well as learning strategies that are in harmony with the needs and character of students.

In a psychological context, learning motivation is one of the key factors in the successful implementation of the curriculum. Based on theory ARCS Model by John M. Keller, learning motivation is formed through four components: Attention (attention), Relevance (relevance), Confidence (confidence), and Satisfaction (satisfaction) (Fang et al., 2024). This model explains that students' motivation to learn increases when they feel interested in the learning process, see the relevance of the material to their lives, are confident in their abilities, and feel satisfied with their learning results. Research by Sari found that students' learning motivation is significantly influenced by the comfort of the learning environment, teacher guidance, and the suitability of the material with the context of daily life (Sari et al., 2025). Similarly, Mukhlis pointed out that an interactive and student-centered learning approach is able to improve Intrinsic motivation in Islamic religious learning (Mukhlis et al., 2024).

Based on these findings, it can be concluded that curriculum reform has great potential in increasing student learning motivation, but its effectiveness depends on how the curriculum is implemented and accepted by students (Prasetiya et al., 2021). Unfortunately, most previous research has still focused on the implementation or policy aspects of the curriculum, and not many have empirically examined how students' perception of curriculum changes affects their level of motivation to learn. This gap is an important basis for this research.

This study seeks to fill this gap by analyzing the influence of changes in the religious education curriculum on the learning motivation of students at the AL ISLAM Islamic Boarding School Tenggulun Solokuro Lamongan. This study integrates Michael Fullan's theory of educational change with John M. Keller's ARCS learning motivation model to explain the relationship between curriculum variables and motivation. Theoretically, this research contributes to enriching the literature on the relationship between curriculum design and the motivational dynamics of students in the context of Islamic education. Practically, the results of this research are expected to be the basis for pesantren managers, teachers, and policymakers in designing a curriculum that is more relevant, participatory, and able to improve the motivation and quality of learning of students. Based on this framework, the hypothesis of this study is that there is a positive and significant influence between changes in the religious education curriculum on the learning motivation of students.

II. METHOD

Explain the chronology of the research, including the research subject, research design, research procedures (in the form of algorithms, pseudocode or others), data collection techniques, testing methods and data analysis. The description of the research must be supported by references, so that the explanation can be accepted scientifically.

III. RESULT AND DISCUSSION

This study uses an explanatory quantitative approach to analyze the relationship between changes in the religious education curriculum and the learning motivation of students at the AL ISLAM Islamic Boarding School Tenggulun Solokuro Lamongan. This approach is used because it is suitable for testing the influence between variables statistically.

The population in this study is all active students who have followed the latest religious education curriculum for at least one semester. Sampling was carried out by purposive sampling technique based on certain criteria, and the number of samples was determined using the Slovin formula with an error rate of 5%.

The research instrument is in the form of a closed questionnaire using a Likert scale of 1–5, consisting of 10 items for variable X (curriculum change) developed from theory (Fullan, 2016) and 8 items for variable Y (learning motivation) based on the ARCS model of (Fang et al., 2024). Validity tests were performed using Pearson Product Moment correlations, while reliability was tested with Cronbach's Alpha. The data were analyzed using a simple linear regression technique to test the influence between independent and dependent variables, with the help of the SPSS application.

Table 1 Demographic Descriptions of Respondents

Category	Reply	Percent
Gender		
Male	40	40.00 %
Female	60	60.00 %
Total	100	100%
Age		
14 years old	7	7.00%
15 years old	34	34.00%
16 years old	38	38.00%
17 years old	17	17.00%
18 years old	4	4.00%
Total	100	100%
Class		
10	41	41.00%
11	31	31.00%
12	28	28.00%
Total	100	100%

Based on the data from the research results, it is known that out of a total of 100 respondents, as many as 40 respondents (40.00%) are male and 60 respondents (60.00%) are female. This shows that the majority of respondents in this study are women. In terms of age, respondents have an age range between 14 and 18 years. Most of the respondents were 16 years old, namely 38 respondents (38.00%), followed by 15-year-old respondents as many as 34 respondents (34.00%), then 17 years old as 17 respondents (17.00%), 14 years old as many as 7 respondents (7.00%), and 18 years old as 4 respondents (4.00%). Thus, the majority of respondents in this study were at the age of 16.

Furthermore, based on grade level, respondents consisted of 10th, 11th, and 12th grade students. The most respondents came from class 10 with 41 respondents (41.00%), followed by class 11 with 31 respondents (31.00%), and class 12 with 28 respondents (28.00%). Based on these results, it can be concluded that most of the respondents are 10th grade students who are 16 years old and female.

The validity test was carried out to find out the extent to which the question items in the questionnaire were able to measure what should be measured. This validity test uses Pearson's Product Moment correlation technique, by comparing the *calculated r* value to *the r table*. The decision-making criteria are: if $r_{counts} > r_{of\ a\ table}$ with a significance level of < 0.05 , then the statement item is declared valid. Conversely, if $r_{counts} \leq r_{of\ the\ table}$ or the significance ≥ 0.05 , then the statement item is declared invalid.

The results of the validity test for each statement item on variables X and Y are presented in the following table:

Table 2 Validity Loading Factor

Variable	Symbols	R. Count	Significant	A. Table	Remarks
Changes in the Religious Education Curriculum (X)	X1.1	0,484	0,001	0,1646	Valid
	X1.2	0,585	0,001	0,1646	Valid
	X1.3	0,402	0,001	0,1646	Valid
	X1.4	0,574	0,001	0,1646	Valid
	X1.5	0,650	0,001	0,1646	Valid
	X1.6	0,579	0,001	0,1646	Valid

	X1.7	0,632	0,001	0,1646	Valid
	X1.8	0,549	0,001	0,1646	Valid
	X1.9	0,469	0,001	0,1646	Valid
	X1.10	0,269	0,001	0,1646	Valid
Motivation to Learn Students (Y)	Y1.1	0,471	0,001	0,1646	Valid
	Y1.2	0,202	0,005	0,1646	Valid
	Y1.3	0,652	0,001	0,1646	Valid
	Y1.4	0,671	0,001	0,1646	Valid
	Y1.5	0,480	0,001	0,1646	Valid
	Y1.6	0,552	0,001	0,1646	Valid
	Y1.7	0,676	0,001	0,1646	Valid
	Y1.8	0,690	0,001	0,1646	Valid

Based on the results of the validity test of the research instruments on variables X and Y, the value of *r calculated* was obtained which was entirely greater than *the r of the table* (0.1646) with a significance level less than 0.05. This shows that all statements in the questionnaire are declared valid. In variable X, *the calculated r-value* ranges from 0.269 to 0.650, with a significance value of 0.001 for all items. The item with the highest *calculated r* value is found in the X1.5 indicator (0.650), while the lowest value is in the X1.10 indicator (0.269). Since all *calculated r* values are greater than *the r of the table* (0.1646), then all items in the X variable are declared valid.

Meanwhile, in variable Y, the *calculated r-value* ranged from 0.202 to 0.690, with the overall significance level below 0.05, which is between 0.001 and 0.005. The item with the highest *calculated r* value is found in the Y1.8 indicator (0.690), while the lowest value is in the Y1.2 indicator (0.202). Thus, all statement items in variable Y are also declared valid because they meet *the criteria of r calculation > r table* (0.1646) and the significance value of < 0.05 . Overall, the results of the validity test show that all items on both variables (X and Y) are suitable for use for the next stage of analysis because they have met the validity requirements of the research instrument.

Reliability tests are carried out to find out the extent to which the research instrument (questionnaire) can provide consistent results if measured again under the same conditions. Reliability is measured using Cronbach's Alpha coefficient, with the provision that a variable is said to be reliable if Cronbach's Alpha value ≥ 0.6 (Ghozali, 2016).

The results of the reliability test of the research instruments for each variable are presented in the following table:

Table 4 Reliability

Variable	Cronbach's Alpha	Role of Thumb	Remarks
X	0,674	0,6	Reliable
Y	0,676	0,6	Reliable

Based on the results of the reliability test presented in the table above, it is known that variable X has a Cronbach's Alpha value of 0.674, while variable Y has a Cronbach's Alpha value of 0.676. This value is greater than the minimum limit of 0.6 used as a reference based on *the rule of thumb*, so it can be concluded that both variables in this study are reliable. Thus, all statement items on the questionnaire for variables X and Y are declared consistent and reliable in measuring each indicator in question. This shows that the research instrument used has met the reliability criteria and is suitable for use at the next stage of data analysis.

The *Goodness of Fit test* was conducted to determine the extent to which the regression model used in this study was able to explain the relationship between independent variables and dependent variables. This test aims to assess the degree of conformity (match) of the regression model with the research data. The values used as indicators in this test include correlation coefficient (R), determination coefficient (R Square), Adjusted R Square, and Standard Error of the Estimate. The greater the value of R Square and Adjusted R Square, the better the regression model is in explaining the variation of dependent variables caused by independent variables. The results *of the Goodness of Fit* test in this study are presented in Table 5 below:

Table 5 Goodnes of Fit

Mod els	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.451a	,204	,195	1,908

Based on the results of the *Goodness of Fit* test shown in Table 5, a correlation coefficient value (R) of 0.451 was obtained, which indicates a positive relationship between the independent variable (X) and the dependent variable (Y). The R-Square value of 0.204 indicates that the independent variable has an influence of 20.4% on the dependent variable, while the remaining 79.6% is influenced by other factors that are not included in this study model. The Adjusted R Square value of 0.195 indicates that the results have been adjusted for the number of variables and sample sizes, and the results still show a fairly good influence. Meanwhile, a Standard Error of the Estimate value of 1.908 indicates a relatively small rate of prediction error from the regression model. Thus, it can be concluded that the regression model in this study has a fairly good degree of conformity, where independent variables contribute to the change of dependent variables by 20.4%.

The ANOVA test or F test was carried out to find out whether the regression model used in this study was feasible (fit) to be used to predict the relationship between independent variables (X) and dependent variables (Y). This test aims to see the simultaneous or joint influence of all independent variables on dependent variables. The decision-making criterion is that if the significance value (Sig.) < 0.05, then the regression model is declared fit to be used, and there is a significant influence between independent variables and dependent variables. The results of the ANOVA test in this study can be seen in the following table:

Table 6 ANOVA^a

Models		Sum of Square	df	Mean Squar e	F	Sig.
1	Regr essio n	91,207	1	91,20 7	25, 05 5	,00 0b
	Resid ual	356,75 3	98	3,640		
	Total	447,96 0	99			

a. Dependent Variable: Y**b. Predictors: (Constant), X**

Based on the results of the ANOVA test in Table 6, an F value of 25.055 was obtained with a significance value of 0.000, which is smaller than 0.05. This shows that the regression model used in this study is fit to be used in the analysis and has a significant ability to explain the relationship between independent variables (X) and dependent variables (Y). Thus, it can be concluded that simultaneously variable X has a significant effect on variable Y.

Furthermore, a t-test or partial test is carried out to find out how much influence each independent variable has on the dependent variable individually. This test aims to see if the independent variable (X) significantly affects the bound variable (Y). The decision making criterion is that if the significance value (Sig.) < 0.05, then the independent variable has a significant effect on the dependent variable. On the other hand, if the Sig. ≥ 0.05, then the independent variable has no significant effect on the dependent variable. The results of the t-test in this study can be seen in the following table:

Table 7 Coefficients^a

Models		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	17,831	3,240		5,504	,00 0
	X	,396	,079	,451	5,005	,00 0

a. Dependent Variable: Y

Based on the results of the t-test in Table 7, a calculated t-value of 5.005 with a significance value of 0.000, which is smaller than 0.05. This shows that variable X has a positive and significant effect on variable Y. The value of the regression coefficient of 0.396 indicates that every one unit increase in variable X will increase the value of variable Y by 0.396 units, assuming that the other variable is constant. In addition, a constant value of 17.831 indicates that if variable X is zero, then the value of variable Y remains at 17.831. Thus, it can be concluded that the X variable has a positive and significant influence on the Y variable, which means that the higher the value of the X variable, the higher the value of the Y variable.

The results of this study show that changes in the religious education curriculum have a positive and significant influence on the learning motivation of students at the Al-Islam Tenggara Solokuro Lamongan Islamic Boarding School, as evidenced by a simple linear regression test with a *calculated t-value* of 5.005 and a significance value of 0.000 (< 0.05). The regression coefficient value of 0.396 shows that every increase in positive perception of curriculum changes will increase students' learning motivation by 0.396 units. These findings strengthen the hypothesis that curriculum innovations that are relevant, adaptive, and oriented to the needs of students can increase their enthusiasm and involvement in the learning process.

These findings are in line with the theory of educational change put forward by Azizah which emphasizes that effective curriculum implementation must be accompanied by a deep understanding by educators and systemic support from educational institutions (Azizah et al., 2020). In the context of Islamic boarding schools, curriculum changes not only touch the administrative aspect, but also the transformation of the teaching-learning paradigm. When teachers and pesantren managers have a strong understanding of the direction of curriculum change, they are able to adjust learning strategies to be more contextual, participatory, and relevant to the world of students. These results are in line with Zhang's findings that modernizing the pesantren curriculum increases the active participation of students and strengthens interpersonal relationships between teachers and students, which ultimately improves their motivation to learn (Zhang, 2025).

Successful curriculum changes are those that not only update the content of the material, but also facilitate the cultural shift of learning from a traditional model to a collaborative model. Thus, the results of this study confirm that students' understanding and acceptance of the new curriculum is an important factor in the success of educational reform in the pesantren environment.

Psychologically, the results of this research can also be explained through the theory of learning motivation *ARCS Model* developed by John Keller. The implementation of the new curriculum at the Al-Islam Islamic Boarding School has given rise to four main motivational dimensions: attention (*Attention*), relevance (*Relevance*), self-confidence (*Confidence*), and satisfaction (*Satisfaction*). First, the attention of students increases due to more varied and interesting learning methods; This is in accordance with the results of Fang et al's research which affirms that students' attention can be increased through a variety of contextual pedagogical approaches (Fang et al., 2024). Second, the relevance aspect increases because the material presented in the new curriculum is closer to the daily lives of students, so that they feel that religious learning has practical meaning in their social and spiritual lives. Third, the confidence aspect grows due to a more supportive approach of teachers, creating a safe learning environment and rewarding active participation. Fourth, the satisfaction aspect arises when students feel that religious learning gives real results for their personal development (Mahfud et al., 2022).

This is consistent with Nasir's findings that students' motivation to learn increases when the learning atmosphere provides a sense of comfort, clear goals, and relevance to their lives (Nasir et al., 2023). Although the results showed a positive and significant relationship, the R^2 0.204 indicates that curriculum changes only explain about 20.4% of the variation in students' learning motivation, while the remaining 79.6% are influenced by other factors such as teachers' teaching styles, pesantren social environment, and family support. This shows that although curriculum changes are important, they are not the only determining factor in learning motivation. According to Muhammad, the learning motivation of students is also greatly influenced by the spiritual climate, teacher-student relations, and the culture of discipline that is characteristic of pesantren (Muhammad et al., 2024).

In addition, not all students are able to adapt quickly to the new curriculum system. Students who have been familiar with *the Salafi* approach for a long time tend to require a longer adaptation time to accept competency-based learning methods or digital technology. Therefore, it is important for pesantren managers to not only update the curriculum structure, but also provide pedagogic training for teachers and supervisors so that changes can be thoroughly internalized. Theoretically, the results of this study reinforce the understanding that effective curriculum changes must take into account the

psychological aspects of students, as emphasized by Fullan and Keller. Changes that are oriented to the needs of students and carried out in a participatory manner have been proven to increase *learning engagement* and *intrinsic motivation*. Practically, the results of this study provide implications for pesantren managers to continue to evaluate the implementation of the curriculum through direct feedback from students and teachers, as well as balance between traditional values and modern educational approaches.

IV. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that changes in the religious education curriculum have a positive and significant influence on the learning motivation of students at the Al Islam Tenggara Solokuro Lamongan Islamic Boarding School. The results of the validity and reliability test show that all items of research instruments are feasible and consistently used in measuring research variables. The value of the determination coefficient (R^2) of 0.204 indicates that curriculum changes contribute 20.4% to the increase in students' learning motivation, while the remaining 79.6% is influenced by other factors outside this study. The F-value calculated as 25.055 with a significance of 0.000 (<0.05) indicates that the regression model used is fit and significant, while the results of the t-test with a t-value of 5.005 and a significance of 0.000 confirm that the variable of curriculum change has a partial positive effect on learning motivation.

Thus, the better the implementation and understanding of the new religious curriculum, the higher the students' motivation to learn in following the learning process. This shows that curriculum updates that are relevant to the needs of students, supported by attractive teaching methods and active involvement of teachers, are able to create a more meaningful and motivating learning environment. The results of this study are in line with Michael Fullan's (2007) theory of educational change which emphasizes the importance of systemic understanding and support in curriculum implementation, as well as the ARCS learning motivation theory from John Keller (1987) which highlights the aspects of attention, relevance, confidence, and satisfaction as key factors in building learning motivation.

Practically, this study implies that pesantren managers need to continue to evaluate the religious education curriculum so that it remains contextual, participatory, and able to increase the learning spirit of students. With the development of an adaptive curriculum and the support of a conducive learning environment, it is hoped that pesantren can produce students who are not only knowledgeable in the field of religion, but also have high motivation and confidence in facing the challenges of Islamic education in the modern era.

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