

CHAPTER I

INTRODUCTION

A. Background of Study

The young generation plays an important role in the life of society, nation and state. The younger generation will be pioneers who will take control of the state system in the future. Where they must be an intelligent and resilient generation, because the challenges of the world in the future are very complex.¹ Therefore, they need to be formed so that they can find solutions to problems appropriately and not drag on to adversity.

Resilient, which is the ability to rise from adversity, is very important for the younger generation because the challenges of globalization ahead are getting more complex, the pressure of life is getting greater, and failure is part of the process of life. By having strong Resilient, the young generation can become a resilient generation and be able to bring positive change to the nation and state.

Students are the next generation of the nation. They must be resilient to the problems they experience. Students need to have a strong mentality, especially when pursuing education. Resilient is very important in the world of education.² Turner Holdsworth's research proves that the success of students in their academic journey is largely determined by their level of Resilient.³

A resilient generation is characterized by Resilient to problems and is able to change its condition from downturn to stability.⁴ Resilient generations are characterized by easily adapting to difficult or challenging life experiences,

¹ Lusia Oktafiana Marbun, *et al*, *Yang Muda Yang Berkarya: Pendidikan Bagi Generasi Muda Penerus Bangsa, Jurnal Pendidikan Sosial dan Humaniora*, Vol. 1 No. 4, Oktober 2022, p. 16.

² Kim Foster, *et al*, *On PAR: A Feasibility Study of The Promoting Adult Resilient Progammiae with Mental Health Nurses, International Journal of Mental Health Nursing*, 2018, p. 2.

³ Turner Holdsworth, *Resilient and university: a student perspective, Studies in Higher Education*, Vol. 43, No. 11, 2018, p. 1837.

⁴ Piotr Roszak, *Not Only Coping: Resilient and Its Sources from a Thomistic Perspective, Journal of Religion and Health*, Vol. 62, Januari 2023, p. 3.

especially through mental-emotional and behavioural flexibility, both external and internal adjustments.⁵

Discussing the resilient generation, it turns out that some Indonesian students still find it difficult to get out of the slump.⁶ Students in Indonesia are easily stressed because of the many tasks given to them. Stress due to the large number of tasks is called academic stress. The phenomenon of stress due to the many tasks experienced by students of SMA Pembangunan Paron. This academic stress is caused by the number of tasks that affect the decline in their learning outcomes.⁷ This academic stress can have an impact on thoughts, behaviours and emotions.⁸ The impact on the mind will cause students to find it difficult to concentrate.⁹ Even worse, in 2023, some junior high school students in Magetan have self-harm scenes due to not being able to manage stress properly.¹⁰ Students who are prone to stress are those who have a weak mentality.

To manage the academic stress caused, students who are teenagers often show that social media posts always show deep difficulties/sadness.¹¹ Depression and anxiety are found significantly in the behaviour of adolescents in the digital

⁵ Fatemeh Ghaffari, *et al*, *Effectiveness of Resilient Education in the Mental Health of Family Caragivers of Elderly Patients with Alzheimer's Disease*, *Psychiatry Behav Sci*, Vol 13 No. 3, September 2019, p. 2.

⁶ Xu Zhao, *et al*, *Academic Stress in Chinese Schools and Proposed Preventive Intervention Progam*, *Cogen Education*, Vol 2 No. 1, Januari 2015, p. 2.

⁷ Indah Fitri Sri Wulandari, *et al*, *Strategi Koping Religius Terhadap Stress Akademik Peserta didik SMA Karya Pembangunan Paron Ngawi*, *Al-Murabbi: Jurnal Studi Kependidikan dan Keislaman*, Vol; 10 No. 1, Juli 2023, p. 27.

⁸ P Jayathi, *et al*, *Academic Stress and Depression among Adolescent: A Cross-Sectional Study*, *Indian Pediatrics*, Vol. 52, March 2015, p. 217.

⁹ Nur Evira Anggrainy, *et al*, *Pelatihan Manajemen Stres pada Siswa Sekolah Menengah Kejuruan Cokroaminoto Wonasa*, *NYIUR-Dimas: Jurnal Ilmiah Pengabdian Kepada Masyarakat*, Vol. 3 No. 1, Januari 2023, p. 28.

¹⁰ Muhammad Ali, "Fenomena Pelajar Sakiti Diri Sendiri, Ketua Komisi X: Mental Health Harus Jadi Isu Prioritas" Artikel dalam Liputan 6, dalam situs <https://www.liputan6.com/news/read/5431297/fenomena-pelajar-sakiti-diri-sendiri-ketua-komisi-x-mental-health-harus-jadi-isu-prioritas> (diakses pada 10 Februari 2025, pukul 16.08 WIB).

¹¹ Savitha Basri, *et all*, *Do Academic Stress, Burnout and Problematic Internet Use Affect Perceived Learning? Evidence from India During the Covid-19 Pandemic*, *Sustainability Journal*, Vol. 14, Januari 2022, p. 22.

world.¹² In line with the above findings, the 2018 Basic Health Research shows that more than 19 million people aged 15 years and older experience mental emotional disorders, and more than 12 million people aged 15 years and older experience depression.¹³ So it is necessary to handle it appropriately so that stress in these students can be minimized.¹⁴

Karakteristik	10-13 tahun		14-17 tahun		Total	
	%	(n/N)	%	(n/N)	%	(n/N)
Laki-laki	36.1	(540/1.498)	33.0	(457/1.385)	34.6	(997/2.883)
Perempuan	34.2	(498/1.458)	36.2	(479/1.322)	35.1	(977/2.781)
Total	35.1	(1.038/2.956)	34.6	(936/2.708)	34.9	(1.974/5.664)

n=pembilang; N=penyebut

Source: Basic Health Research.

Students who are easily stressed because they have low mental Resilient are the same as the strawberry generation. Their handling of stress is by doing self-healing. Indonesian students, who are dominated by teenagers, normalize self-healing as something that needs to be done after working hard.¹⁵ Self-healing activities circulating on social media show content that contains vacation activities by going to tourist attractions, enjoying coffee at cafes, enjoying the sunset on the beach and others. The true meaning of self-healing is far from the meaning understood by students today.¹⁶ Strawberry generation students always normalize

¹² Babilonova T et al, *Risky online behaviour in relation to social support, depression, and anxiety in Czech adolescents*, Journal Pre-proof, Vol. 4 No. 5, September 2024, p. 3.

¹³ Ministry of Health of the Republic of Indonesia, *National Report on Basic Health Research 2018*, (Jakarta: Publishing Agency for Health Research and Development), 2019.

¹⁴ Lina Marlina, et al, *Penerapan Psikoedukasi dalam Penanganan Stress Akademik pada Siswa Kelas XI MAN 1 Bekasi*, Jurnal Kreativitas Pengabdian Kepada Masyarakat, Vol. 7 No. 9, Januari 2024, p. 3959.

¹⁵ Eko Hero et al, *Analisis Wacana Self Healing Remaja Islam melalui Quotes Keislaman di Instagram*, Vol. 5 No. 2, Desember 2021, p. 6.

¹⁶ Ardea Sri Pramesti, *Application of Self Healing in Students of SMA Negeri Gondangrejo*, Jurnal Pengabdian Teknologi Tepat Guna, Vol. 4 No. 3, Desember 2023, p. 86.

excessive self-healing after getting a heavy or stressful task that can make them stressed. They are unable to work hard under pressure in the long term, so they feel the need for refreshment to recover their mental state.¹⁷

In addition to normalizing self-healing, another characteristic of the strawberry generation of students is those who are addicted to social media. Social media has the potential to cause stress in students.¹⁸ Excessive use of social media will damage other aspects such as the function of personal, social, and professional relationships.¹⁹ Often, posts on social media are used as a benchmark for users to show their lifestyle that can distract others. Students who are distracted from social media will have unstable emotional turmoil.²⁰

Social media has become a lifestyle and daily consumption of students of the strawberry generation.²¹ Gadgets can make students neglect their duties and obligations. Thus, they have a poor work ethic and have low Resilient.²² Strawberry generation students prefer to live in a comfortable zone and like things that are instant at work.

Therefore, students of the strawberry generation need to be resilient so that they do not have a weak mentality. The character of Resilient is needed by students who belong to the strawberry generation to face various academic tasks in an

¹⁷Dyva Claretta *et al*, *Communication Pattern Family and Adolescent Mental Health for Strawberry Generation*, *International Journal of Science and Society*, Vol. 4 No. 2, 79-94, Agustus 2022, p. 81.

¹⁸ Shalika Fajrin Triananda, *et al*, *Peranan Media Sosial Terhadap Gaya Hidup Remaja*, *Jurnal Pendidikan Tambusai*, Vol. 5 No. 3, 2021, p. 9107.

¹⁹ Alessio Gori *et al*, *The associations between attachment, self-esteem, fear of missing out, daily time expenditure, and problematic social media use: A path analysis model*, *Addictive Behaviours*, Vol. 141, February 2023, p. 2.

²⁰ Shaliha Fajrin Triananda *et al*, *Peranan Media Sosial Terhadap Gaya Hidup Remaja*, *Jurnal Pendidikan Tambusai*, Vol. 5 No. 3, Juni 2021, p. 9107.

²¹ Mathias Harres, *et al*, *Effect of an Internet-and app-based Stress Intervention Compared to Online Psychoeducation in University Students with Depressive Symptoms: Results of Randomized Controlled Trial*, *Internet Intervention*, Vol 24, 2021, p. 1.

²²Umi Martuti *et al*, *The Urgency of Character Education in Nashih Ulwan's Perspective for The Strawberry Generation*, *International Journal Of Multidisciplinary Research And Analysis*, Vol. 6 No. 9, September 2023, p. 4417.

educational environment.²³ So, when faced with many and difficult tasks, students are able to remain optimistic, think positively and be able to get out of problems.²⁴ Obstacles or difficulties in doing tasks can be broken down by actions that are taken consistently so that a person can develop and get out of his problem.²⁵

Humans need to adapt and process from every phase they experience.²⁶ Thus, resilient character education is needed to equip the students of the strawberry generation to be able to adapt to the downturns they experience, especially in facing academic stress. Resilient in the academic context is a cognitive-affective and behavioural response of students to the academic difficulties they experience. Students who have resilient behaviour are able to describe problems with the right solutions so that they are not easily stressed.²⁷

To solve the above problems, a curriculum formula is needed that can form a resilient character in students. The resilient character education curriculum needs to be designed appropriately. Resilient in Islam can be equated with the terms of faith, patience, and *tawakal* or surrender to Allah. Resilient education includes character education in Islam, namely in the aspect of character, patience and *tawakal*.²⁸

An Islamic scholar who talks a lot about character/morals/ethics is Buya Hamka. In his works, Buya Hamka often alludes to moral character. A Muslim must

²³ Tria Septiani *et al*, *Hubungan Antara Resiliensi dengan Stres Pada Mahapeserta didik Sekolah Tinggi Kedinasan*, Jurnal Penelitian Psikologi, Vol. 7 No. 2, 2016, p. 65H

²⁴ Ade Chita Putri Harahap *et al*, *Gambaran Resiliensi Akademik Mahapeserta didik pada Masa Pandemi Covid-19*, Jurnal Pendidikan dan Konseling, Vol. 1 No. 1, Desember 2020, p. 243.

²⁵ Ammi Salamah *et al*, *Hubungan Karakteristik Demografi dan Resiliensi Mahapeserta didik Keperawatan yang Sedang Mengerjakan Skripsi*, Jurnal Psikologi, Vol. 16, No. 2, Desember 2020, p. 111.

²⁶ Maesaroh Lubis & Rikha Surtika Dewi, *Resilient in Early Childhood, Naturalistic*; Jurnal Kajian Penelitian dan Pendidikan dan Pembelajaran, Vol. 6 No. 1, Desember 2021, p. 1059.

²⁷ Frensen Salim *et al*, *Efikasi Diri Akademik dan Resiliensi Pada Mahapeserta didik*, Jurnal Psikologi, Vol. 16 No. 2, Desember 2020, p. 176.

²⁸ Moh. Abdul Kholiq Hasan, *Ajaran Resiliensi dalam Al-Qur'an Surah Yusuf untuk Menghadapi Pandemi Covid-19, Al-Quds*, Jurnal Studi Al-Qur'an dan Hadis, Vol. 6 No. 1, Januari 2022, p. 23.

have the power regulated by reason so that he can control his lust. The strength that a person has is a form of Resilient.

Buya Hamka's productivity remains high in producing works in the midst of state conflicts and the conflicts he experiences when he plays a role in society. Buya Hamka managed to complete his masterpiece, Tafsir Al-Azhar when he was in a prison cell. Judging from Buya Hamka's life, he is one of those who is resilient to the downturns that hit his life. It is recorded that hundreds of his works have been successfully published during uncondusive conditions at that time. Buya Hamka's thinking is motivated by his life, so the study of resilient character needs to be traced from his works. Finding a message related to resilient character education, Buya Hamka's perspective certainly cannot be separated from the underlying Islamic values.

Therefore, from the observation of the strawberry generation above, the researcher is interested in exploring the idea of resilient character education according to Buya Hamka which can be constructed into a resilient character education curriculum design. Thus, this research study is entitled "ANALYSIS OF RESILIENT CHARACTER EDUCATION CURRICULUM FOR THE STRAWBERRY GENERATION PERSPECTIVE OF BUYA HAMKA".

B. Problem Formulation

Based on the context of the research described above, the researcher proposed three problem formulations, namely:

1. How are the objectives of resilient character education for the strawberry generation perspective of Buya Hamka?
2. How are the methods of resilient character education for the strawberry generation perspective of Buya Hamka?
3. How are the evaluates of resilient character education for the strawberry generation perspective of Buya Hamka?

C. Research Objectives

Based on the formulation of the problem that has been described above, the researcher proposes 3 research objectives as follows:

1. To analyse are the objectives of resilient character education for the strawberry generation perspective of Buya Hamka.
2. To analyse the methods of resilient character education for the strawberry generation perspective of Buya Hamka.
3. To analyse the evaluates of resilient character education for the strawberry generation perspective of Buya Hamka.

D. Research Benefits

The research benefits in this study consist of theoretical research benefits and practical research benefits include:

1. Theoretically, this research is expected to provide an offer to readers regarding ideas about the solution to character problems in the strawberry generation through character education from the perspective of Buya Hamka.
2. Practically, this research is expected to contribute thoughts to:
 - a. PAI teachers: can be information and input on critical solutions to the problems of strawberry generation students so that teaching can be more effective because they know the learning needs and curriculum that must be applied to strawberry generation students to make them a resilient generation.
 - b. Parents: can be a preparation material to educate their children who have a strawberry generation mentality so that they can have a resilient character.
 - c. Policy Makers: *first*, it can be an effective reference for making resilient character education policies contained in PAI learning. *Second*, it can be used as a reference to make innovative policies so that they can accommodate the learning needs and design of resilient character education curriculum for the strawberry generation.

E. Review of Previous Research Results

Previous research is a brief description of several studies or studies that are relevant and have been carried out related to the research topic, so it can be seen that this research is not a duplicate of previous studies or research. Throughout the search carried out by the researcher, at that time the researcher did not find a study with the same title. However, the researcher cited several studies as a reference in enriching the study material in the study. The following are previous studies in the form of several journals related to research conducted by researchers.

1. Muhammad Faridi's thesis at the University of Muhammadiyah Yogyakarta (2019) entitled **Pemikiran Buya Hamka tentang Pendidikan Karakter di Dalam Buku Pribadi Hebat dan Relevansinya dengan Pendidikan Indonesia**. This study uses a type of literature research with a descriptive qualitative approach. The results of the research findings include: *First*, the concept of character education in the book Pribadi Hebat by Buya Hamka contains ten elements of character, namely attractive, clever, empathetic, courageous, wise, good-looking, self-knowledge, body health, communicative, and confident. *Second*, the concept of character education in the book Pribadi Hebat by Buya Hamka has relevance to the meaning of National Education which requires students to develop personality and noble morals as contained in Pribadi Hebat.²⁹

Similarity: the research explains education based on Buya Hamka's perspective and the research method used, namely literature study.

Difference: in the research, character education was examined, while the researcher researched something more specific, namely character

²⁹ Muhammad Faridi, Skripsi: "Pemikiran Buya Hamka tentang Pendidikan Karakter di Dalam Buku Pribadi Hebat dan Relevansinya dengan Pendidikan Indonesia" (Yogyakarta: Universitas Muhammadiyah Yogyakarta, 2019), p. 1.

education to make a resilient generation. There was no object while the researcher focused the research on strawberry generation. The research was focused on one of Buya Hamka's works, namely a book entitled *Pribadi Hebat*, while the researcher sought data from primary sources, namely books by Buya Hamka regarding the design of resilient character education for students of the strawberry generation.

2. Farhan Amanullah's thesis at the University of Muhammadiyah Metro Lampung (2022) entitled **Konsep Pendidikan Akhlak dalam Perspektif Buya Hamka dan Implikasinya pada Pengembangan Moral Remaja**. This study uses a type of literature research. The result of the research findings is that Buya Hamka believes that morality is a noble human trait. Developing adolescent morals by instilling the trait of modesty. In the method of personal formation through *wisdom*, it means the state of the soul that can distinguish right and wrong from one's actions. Through *saja'ah*, a person can control his angry emotions with the power of reason, courage because he is right and afraid because he is wrong. Through *Iffah*, it is the ability to restrain or be fair. Justice is an inner force that can control anger or when orgasm rises.³⁰

Similarity: the research explains the branch of Islamic education, namely moral education based on Buya Hamka's perspective and the research method used, namely literature study.

Difference: The research focused on the implications of moral education on adolescents' morals, while the researcher focused on the design of resilient character education for the strawberry generation.

3. Journal of Hasan Basri, Egie Fabriyota Yudhi. **Konsep Pendidikan Akidah Menurut Buya Hamka Dalam Buku Pendidikan Agama Islam**. 2024. The research using this literature method obtained the

³⁰ Farhan Amanullah, Skripsi: "Konsep Pendidikan Akhlak dalam Perspektif Buya Hamka dan Implikasinya Terhadap Pengembangan Moral Remaja" (Lampun: Universitas Muhammadiyah Metro, 2022), p. 1.

results that the concept of Buya Hamka's faith education is divided into six basic points of belief or pillars of faith. Buya Hamka's thinking of faith education has also been in line with the implementation of education in Indonesia, namely in Islamic education materials that teach the rukun iman by instilling trust in God Almighty through all His creation.³¹

Similarity: there are similarities between Hasan Basri's research and the research conducted by researcher, namely examining Buya Hamka's thinking related to education and literature study research methods.

Difference: Hasan Basri's research focuses on moral education, while the researcher focuses on moral education which is more specific, namely resilient character. Hasan Basri has no object in the study, only reviewing *Pendidikan Agama Islam* books, while the researcher has a focus on the strawberry generation. The focus of education in the research is the concept of faith education while the researcher focuses on the concept of resilient character education.

4. Articles by Cecep Sobar Rochmat, Cela Petty Susanti, Rosendah Dwi Maulaya, Nurjannah Pujirahayu. **Pendidikan Islam untuk Generasi Milenial Stroberi: Upaya Membentuk Kader Umat yang Kuat.** 2022. The research method used is a literature study. The results of the research include several ways in Islamic education to educate the strawberry generation, namely habituation, example, and wisdom methods.³²

Similarity: equally discuss related to education for the strawberry generation with the literature study method.

³¹ Hasan Basri *et al*, *Konsep Pendidikan Akidah Menurut Buya Hamka dalam Buku Peserta didikan Agama Islam*, Tamaddun: Jurnal Pendidikan dan Pemikiran Keagamaan, Vol. 25 No. 1, Januari 2024, p. 29.

³²Cecep Sobar Rochmat *et al*, *Islamic Education for the Strawberry Mental Millennial Generation (An Efforts to Form a Strong Ummah Cadre)*. The 2nd International Conference Sociology, University Of Mataram, Desember 2022, p. 52.

Difference: the research conducted by the researcher is a research based on the perspective of a certain Islamic figure, namely Buya Hamka. Thus, the primary data sources come from Buya Hamka's books.

5. Article by Aulia Putri Siregar. **Terapi Pola Asuh Islami dalam Memperkuat Karakter Remaja Stroberi. 2023.** The research method used is literature study. The results of the study found that Islamic parenting to strengthen strawberry adolescents includes exemplary parenting, advisory parenting, parenting with attention and mastery, as well as traditional parenting and habits.³³

Similarity: have the same topic of discussion about the generation of strawberries and the same research method, namely literature.

Difference: the research conducted by the researcher is a research that uses the perspective of a certain Islamic figure, namely Buya Hamka. Thus, the primary data sources come from Buya Hamka's books.

F. Research Methods

1. Type of Research

The type of research used is qualitative research with library research. Library research is an activity related to the method of collecting library data, reading and recording and processing research materials. Examining manuscripts, document studies, texts or manuscripts is a study that focuses on the analysis or interpretation of written materials based on their context.³⁴

Library research leads to a descriptive explanation in the elaboration of the data, so this research is included in the type of qualitative

³³Aulia Putri Siregar, *Terapi Pola Asuh Islami dalam Memperkuat Karakter Remaja Stroberi*, AL-MURABBI: Jurnal Pendidikan Agama Islam, Vol. 1 No. 1, Januari 2023, p. 43.

³⁴ Bahrum Subagiya, *Penelitian Kepustakaan (Library Research) dalam Penelitian PAI*, (Yogyakarta: Penerbit Universitas Islam Indonesia, 2020), p. 61.

research. Qualitative research is research that aims to understand the phenomena experienced by the research subject more holistically, by describing or elaborating words and language.³⁵

2. Data Source

The primary data sources of this study are books by Buya Hamka, both those that directly discuss education, and other books that are relevant to the theme of this research. The secondary sources used are various print and electronic literature including journals, theses, book dissertations, magazines and other literary media related to the theme of discussion.³⁶

3. Data Collection Techniques

In this study, the data collection technique was carried out by the document review method or commonly called a documentation study. The documentation study is a technique of searching for data on matters or variables in research by searching records, transcripts, books, newspapers, magazines, encyclopedias and the internet.³⁷

The stages of data collection techniques in library research are as follows³⁸:

- a. The researcher reads sources related to the research topic.
- b. The researcher collects various literature that is compatible with the theme and purpose of the research/
- c. The researcher clarified the sources of research in the form of books, documents, or other forms of sources.
- d. The researcher extracts the necessary data under the complete research focus and the source.

³⁵Kaelan, *Metodologi Penelitian Kualitatif Interdisipliner Bidang Sosial, Budaya, Filsafat Seni, Agama, dan Humaniora*, (Yogyakarta: Paradigma, 2012), p. 34.

³⁶Mustika Zed, *Metode Penelitian Kepustakaan*, (Jakarta: Yayasan Obor Indonesia, 2004) p. 5.

³⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2002).

³⁸Hamzah, A. *Metode Penelitian Kepustakaan Library Research*, (Malang: Literasi Nusantara, 2004).

- e. The researcher confirmed and verified the correctness of the data from the main source to another source.

4. Data Analysis Techniques

The data analysis used in this study is a critical analysis. In this study, the researcher seeks to interpret the ideas or ideas from Buya Hamka regarding the concept of resilient character education curriculum as a form of finding solutions related to character problems experienced by the strawberry generation.

G. Systematics of Writing

The systematic writing of this thesis is designed to provide a clear and structured flow, making it easier for readers to follow and understand the content of the research. In the first part, there is an important administrative component. It starts with an Abstract, which summarizes the objectives, methods, and results of the research. Next, there is the Supervisor Approval Page, the Dean's Endorsement Page, and the Exam Team Approval Page. In addition, the Researcher Authenticity Statement Sheet with stamps is also included, which confirms the authenticity of this work. In this section, readers will also find an inspiring Motto Page, a Dedication Page, and a Thank You Page that shows appreciation for those who have supported the research. After the administrative part, the thesis continues to the Core Section, which consists of four main chapters.

CHAPTER I INTRODUCTION discusses the Background of the Problem which explains the context behind the research, followed by the Problem Formulation which summarizes the research question. It also outlines the Purpose of Writing and the Usability of the Research, which provides an overview of the expected contribution of the research. Furthermore, there is a Review of Previous Research Results that reviews previous studies, and Research Methods that explain the approach used. Not to forget, the writing system is also explained to guide the reader.

. CHAPTER II THEORETICAL STUDIES is the next section, which discusses various important concepts. Here, readers will find curriculum design concepts, resilient characters, and concepts about the strawberry generation. In this section, the reader gets an overview of the object that the researcher discusses next.

CHAPTER III: DATA PROCESSING AND ANALYSIS, this section focuses on the presentation of data obtained from in-depth research and data analysis. Here, readers will be invited to understand the key findings resulting from this research which include educational objectives, educational methods, and educational evaluation.

Finally, CHAPTER IV: CONCLUSION summarizes the conclusions of the research results and provides suggestions for further development, so that the research can be beneficial for Islamic education in the future.

As the final part of the thesis, there is a Bibliography that presents the references used during the research and an Appendix that contains additional documents or information that support the research. With a structured and clear writing system, it is hoped that this thesis will not only provide useful information, but can also be used as a reference for further development