

Personal Approach in Islamic Religious Education Learning at Muhammadiyah 1 Middle School, Purwokerto

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ABSTRACT

Personal Approach as an alternative to improve the quality of Islamic Religious Education (PAI) learning. This approach works through the internalization of universal Islamic values, strengthening the spiritual dimension of students, examples of good behavior from teachers, and open two-way communication. This study aims to understand the planning, implementation, and evaluation of the application of the Personal Approach in Islamic Religious Education (PAI) learning at SMP Muhammadiyah 1 Purwokerto. This study uses a case study method with a qualitative approach to examine SMP Muhammadiyah 1 Purwokerto which is located in Banyumas Regency. Participants in this study were PAI Teachers, Principals, and Students at the school. The results of the study on the Personal Approach in Islamic Religious Education learning at SMP Muhammadiyah 1 Purwokerto identified three stages in its implementation: 1) Planning Stage, the school holds a preparatory workshop before the new school year begins 2) Implementation Stage, teachers approach students who are having difficulties one by one and then help solve the problems 3) Evaluation Stage, there are advantages and disadvantages in this approach and teachers handle it by holding remedial or providing learning outside the classroom to students.

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1. Introduction

Until September 2023, in Banyumas there were 7 incidents of motorcycle gangs, 20 incidents related to sexual crimes, and 9 incidents of drug abuse involving teenagers (Permata Putri; 2023). These cases are included in juvenile delinquency that requires special attention, both from the family and the school. Then in 2024, precisely in January, the motorcycle gang case was again in the spotlight, the police had time to secure the perpetrators, but it was discovered that the perpetrators were still registered at educational institutions and were still not yet adults. In addition, the perpetrators also carried sharp weapons which made road users restless.

In the cases above, there needs to be a deeper effort from the family and the school,

because both parties are the closest to the teenager. There must be a reason for the teenager to behave like this. The role of the family should be central in building a healthy lifestyle for children and teenagers, as well as functioning as a safe place for them (Wardah N; 2023). But why do parents allow minors to drive vehicles or allow them to play until midnight or even until morning. Children need to be heard, they need to be told stories, but if parents cannot provide this role, schools as a second home for children should be able to provide this role. For this reason, educational institutions can provide direction to students in addition to functioning as a source of knowledge for them. Schools have the potential to avoid, overcome, and cure "naughty" behavior among teenagers.

One of the subjects that can contribute to creating a constructive relationship between educators and students is Islamic Religious Education. Through this learning process, teachers can provide good examples, invite students to be spiritually involved, discuss openly, and instill universal Islamic values. One approach that can be implemented by teachers and is in accordance with Islamic Religious Education learning is the Personal Approach (Oxtin Tiana; 2022). The Personal Approach helps them overcome the challenges they face so that they can learn in a relaxed and comfortable environment and to achieve educational goals (Terry Doyle, 2023).

A preliminary study conducted by the researcher provided information that one of the Islamic Religious Education teachers at SMP Muhammadiyah 1 Purwokerto taught using the Personal Approach. The teaching method of the Islamic Religious Education Teacher at SMP Muhammadiyah 1 Purwokerto was not rigid, making students like the subjects being taught. The results of interviews with several grade 9 students, the researcher obtained information that the teacher approached each student personally and then helped them overcome the problems they faced. The researcher was interested in studying the topic of the Personal Approach in Islamic Religious Education Learning. Teachers and students can benefit from this study by improving the quality of teaching and getting used to working on projects in Islamic Religious Education. This will help them better understand how this approach can affect the learning process and outcomes of students.

2. Methods

The research conducted at SMP Muhammadiyah 1 Purwokerto on September 17, 2024 to November 17, 2024 used a qualitative approach. Qualitative research is a method that aims not only to explore, but also to understand the meaning given by a number of individuals or community groups related to social or humanitarian problems. This study uses *Spradley Analysis*. Data analysis using the *Spradley model* in qualitative research is a process that begins when the researcher enters the research area, namely by determining a key informant who is believed to be able to provide initial access and understanding of the research object (Purwaningsih, 2022). This study applies the Source Triangulation technique to verify data, which involves examining information obtained from several sources including interviews and observations (Donkoh, 2023).

a. Data source

1) Primary Data

Primary data collection in this study was carried out by involving the active participation of researchers. The results of interviews obtained from informants regarding research issues were used by researchers as primary data. This interview was conducted directly or face to face in the environment of SMP Muhammadiyah 1 Purwokerto.

2) Secondary Data

The researcher used various information available from the official website of SMP Muhammadiyah 1 Purwokerto, SMP Muhammadiyah 1 Purwokerto PAI teaching materials, and official documents from the school which of course have gone through a licensing process to be accessed.

b. Objects and subjects of research

1) Research Object

In order for the information obtained about a phenomenon to be objective, valid, and reliable, scientific targets are important elements to be studied. The implementation of the Personal Approach in Islamic Religious Education Learning at SMP Muhammadiyah 1 Purwokerto is the core of this study.

2) Research Subject

a) Islamic Religious Education Teacher at Muhammadiyah 1 Middle School, Purwokerto

Mr. Agus Riyanto, an Islamic Religious Education teacher at SMP Muhammadiyah 1 Purwokerto, became the subject of research to gain an in-depth understanding of the Personal Approach in the context of Islamic Religious Education learning in schools.

b) Learners

As a party actively involved in the implementation of the Personal Approach in Islamic Religious Education learning at SMP Muhammadiyah 1 Purwokerto, students are a crucial source of information for researchers.

c. Data collection technique

In this study, the researcher applied three data collection techniques, namely:

1) Observation

In this study, the researcher used a non-participant observation approach, where the researcher's role was limited to observing without participating in the activities of the group being studied. This method was used with the aim of obtaining information related to the implementation of a personal approach in learning Islamic religious education at SMP Muhammadiyah 1 Purwokerto.

2) Interview

In the context of this study, the researcher conducted an interview session with the Islamic Religious Education teacher at SMP Muhammadiyah 1 Purwokerto who implemented a personal approach, the students he taught,

and the principal of SMP Muhammadiyah 1 Purwokerto. The form of interview used in this study was a structured interview, which implies that the researcher has designed a comprehensive and systematic plan or guideline for questions based on a certain pattern with a standard format.

3) Documentation

In this study, researchers used Teaching Modules, Learning Materials, or photographs that documented the learning process in the classroom. The required documents were obtained directly from the school through the approval of the authorities.

3. Literature Review

Researchers reviewed various relevant literature to understand the similarities and differences between this study and the scientific works of previous researchers. Here is a further explanation:

The research conducted by Delima Dzuhria Zahra has aspects of similarities and differences with the research conducted by the researcher. The observed similarities are that both studies emphasize the importance of the role of teachers in guiding students with the Personal Approach recognized as one of the relevant approaches (Delima Dzuhria; 2022). The aspect that distinguishes these two studies is the scope of the study. Delima Dzuhria Zahra emphasized that in the context of BK services, teachers focus on providing guidance that is relevant to the needs of students, without providing special materials. In contrast, the research conducted by the researcher uses teaching materials as a tool to deliver Personal Approach services to students.

The research conducted by Oxtin Tiana has aspects of similarities and differences with the research that the researcher studied. The observed similarities are that both studies focus on the effectiveness of the Personal Approach in learning Islamic Religious Education which can be hampered by the lack of students' ability to understand the material, especially if the approach used is less varied or monotonous (Oxtin Tiana; 2022). The main difference lies in the focus of the study. Oxtin Tiana explains that assistance to students can not only be provided through the Personal Approach, but also through a group approach. Meanwhile, the research that the researcher conducted specifically focused on the Personal Approach.

The research conducted by Rika Widawati has similarities and differences with the one studied by the researcher. One similar aspect, both of them state that Islamic Religious Education learning emphasizes respect for the uniqueness of each individual, and focuses on the main role of the teacher in ensuring that each student gets attention (Rika Widawati; 2024). The main difference lies in the focus of the study. In her research, Rika Widawati specifically directs the Personal Approach to students with intellectual disabilities. Meanwhile, the research conducted by the researcher is of the view that the Personal Approach is not only relevant for students with disabilities, but is also essential for all students.

The research conducted by Husni Mubarok and Nining Apriani has similarities and differences with the research that the researcher studied. Both of them stated that

there was a lack of teacher attention to passive students in class. The difference is that Husni Mubarak and Nining Apriani argue that planning is the initial foundation of student learning which is based on the belief that students can learn effectively and master the material well through teacher strategies or approaches. In planning a Personal Approach, teachers must pay attention to class conditions, both in terms of spatial arrangement and student arrangement (Husni Mubarak; 2021). Meanwhile, in the research that the researcher studied, not only planning but also implementation and evaluation are also parts of the Personal Approach that are important to pay attention to.

Previous literature reviews became the foundation for researchers in designing this research. Analysis of these studies leads to the conclusion that the Personal Approach is a recommendation or action of teachers to facilitate students in facing learning obstacles. However, based on a literature review of theses, theses, or other scientific works, it shows that there are no studies that specifically explore the Personal Approach in Islamic Religious Education Learning in Junior High Schools related to the issue of juvenile delinquency in this modern era.

4. Results and Discussion

Personal Approach or also known as an individual approach (Gamage, 2021). Personal approach as an effective approach because it can better understand others through empathy and sensitivity (Aldrup K). The main purpose of the Personal Approach is to present a learning experience that is not only memorable, but also closely related to the individual's life (Maharani R; 2024).

The implementation of the Personal Approach allows teachers to build closer relationships with students, thus potentially increasing learning motivation, involvement in the learning process, and student academic achievement. However, the success of this approach depends on the availability of adequate facilities. The success of teachers in approaching students is also determined by the training received by teachers. Effective training allows teachers to be better prepared to face challenges in the classroom (Anatasia; 2023). The Personal Approach plays an important role in conveying and transferring positive values between individuals, considering that in the process, the role of educators becomes a significant element in influencing student success (Muntaz Taufiq; 2024).

Education based on Islamic teachings is essential for the development of adolescents (Mujahid, 2021). With religious education, adolescents will be equipped with the basics of religion so that this will minimize them from deviant behavior (Tsoraya N; 2022). Schools through religious education learning will be able to understand the needs, development and characteristics of adolescents.

The following is the implementation of the Personal Approach in Islamic Religious Education learning at SMP Muhammadiyah 1 Purwokerto:

- a. Personal Approach Planning in Islamic Religious Education Learning at Muhammadiyah 1 Middle School, Purwokerto

In order to prepare for the implementation of learning activities at SMP Muhammadiyah 1 Purwokerto, the principal provided a briefing to teachers held before the new school year, in the form of a *Workshop*. This activity is essential for

every teacher at SMP Muhammadiyah 1 Purwokerto, so participation is mandatory. This *Workshop activity* provides many benefits for teachers, as expressed by the PAI Teacher of SMP Muhammadiyah 1 Purwokerto:

"This *workshop* is a provision or preparation for teachers before entering the classroom. With this *workshop*, it can improve competence, improve the quality of learning and ensure the same understanding."

This workshop is proof that schools also care about the success of teachers' teaching in the classroom. This *workshop* can provide knowledge for teachers or tips for dealing with different generations and how appropriate or feasible teaching can be done. With this *workshop*, it is hoped that learning in the classroom can be successful.

b. Implementation of Personal Approach in Islamic Religious Education Learning at Muhammadiyah 1 Middle School, Purwokerto

The following is the implementation of the Personal Approach in Islamic Religious Education Learning at SMP Muhammadiyah 1 Purwokerto carried out by teachers:

1) Opener

The researcher's observation shows that the Islamic Religious Education Teacher of SMP Muhammadiyah 1 Purwokerto has a closeness with the students. This can be seen from the enthusiasm of the students when welcoming the teacher in front of the classroom, where they greet and interact closely. After asking the students to come in and sit down, the Islamic Religious Education Teacher begins the lesson with a greeting.

After opening the lesson with a greeting, the Islamic Religious Education Teacher of SMP Muhammadiyah 1 Purwokerto took attendance of students one by one, showing a good understanding of each of his students. Then, the teacher reviewed the previous material by asking students to open their notes and appointing several students to answer questions without looking at the attendance list, and knowing their names correctly.

2) Core

After reviewing the previous material. The PAI teacher of SMP Muhammadiyah 1 Purwokerto explained the material at this meeting, then asked the children to take notes on what was being explained. The PAI teacher of SMP Muhammadiyah 1 Purwokerto also used the help of an LCD to make learning more interesting. When explaining the material, the PAI teacher of SMP Muhammadiyah 1 Purwokerto explained it not too quickly and related the current material to current popular things so that students could easily understand. The PAI teacher of SMP Muhammadiyah 1 Purwokerto also gave students the opportunity to ask questions. Students did not hesitate to ask questions and then the PAI teacher of SMP Muhammadiyah 1 Purwokerto answered questions from students and asked again whether the students really understood or not.



Figure 2 (Students want to ask the teacher about the material)

After the PAI Teacher of SMP Muhammadiyah 1 Purwokerto explained, then gave assignments to students. For example, answering questions in the PAI book or with the help of a *cellphone* looking for something that was instructed then the answer to the question is typed or handwritten.



Figure 3 (Teacher helps students)



Figure 4 (Teacher helps students)

When students are working on their assignments, the Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Middle School goes around from table to table to make sure whether there are any students that they don't understand or not. If there are, the Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Middle School will help each student one by one.

If time permits, the Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Middle School corrects students' answers together using an

answer exchange system so that each student does not correct their own.

3) Closing

Before closing the lesson, the Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Middle School made sure whether there was anyone who wanted to ask more questions or not. The Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Middle School also explained the learning activities in the next meeting. The Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Middle School closed the lesson with a prayer together.

c. Evaluation of Personal Approach in Islamic Religious Education Learning at Muhammadiyah 1 Junior High School, Purwokerto

The following are the obstacles experienced by teachers in teaching and the solutions taken:

1) Students Lack Understanding of the Material

Teachers can re-explain the material that students find difficult to understand. If time in learning activities does not allow, teachers can take time outside of class hours.

2) Students Forget Easily

The way that can be done is by repeating the material that has been explained or by asking them to take notes. Daily tests or even exams are also one of the solutions to this problem because they will learn and review the material.

3) Can't Read the Qur'an Yet

There are still many students who cannot read the Qur'an. Many pronunciations of the letters in the Qur'an are still wrong. The solution to this problem is to study BTA during homeroom hours.

The learning carried out by the Islamic Religious Education Teacher at Muhammadiyah 1 Purwokerto Middle School, namely using the Personal Approach, has fulfilled the basic principles of learning with the Personal Approach, the following is the explanation (Soendjari Tjuju):

1. Using direct learning (*Direct Instruction*)

Educators have the ability to identify various obstacles faced by each student. Educators are also proactive in helping students overcome these challenges.

2. Defining success

Success is determined by the evaluation of the teacher. Evaluation here is in the form of daily assessment, mid-semester assessment, and end-of-semester assessment. In addition, in daily assessments, it is seen how students can answer questions from the teacher or not and is seen from the enthusiasm of the students.

3. Providing feedback

By providing guidance when students experience difficulties so that the material can be understood well, the Islamic Religious Education Teacher at Muhammadiyah 1 Purwokerto Middle School provides the opportunity to ask and answer questions during class.

4. Make something positive

The Islamic Religious Education teacher at Muhammadiyah 1 Purwokerto Middle School responded positively to the students' jokes without judging them and even gave a positive response to the students by linking the students' jokes to the material being taught.

5. Try to always motivate

Islamic Religious Education teachers at Muhammadiyah 1 Purwokerto Middle School often motivate students with sentences such as "Don't be lazy to learn", "Don't be afraid to take steps", "Never give up", and so on.

6. Ensuring attention

Making connections between the material and what students like. For example, students currently like applications that are currently popular, namely TikTok, Instagram, and so on. The Islamic Religious Education teacher at SMP Muhammadiyah 1 Purwokerto took interesting and positive things from the application and then related them to the material being taught.

7. Enjoyable teaching (*Enjoy Teaching*)

An example of learning that the Islamic Religious Education Teacher at Muhammadiyah 1 Purwokerto Middle School does to make the class more enjoyable is by using games from *quizzes* or other things.

Oxtin Tiana's research at MTS Al Muslimun Bandar Seikijang identified 5 (five) implementations of the Personal Approach, and the implementation at SMP Muhammadiyah 1 Purwokerto was in accordance with these five things. The following is the explanation (Oxtin Tiana; 2022):

1. A personal approach is always implemented by Islamic religious education teachers during learning.

Classroom observations empirically validate that teachers consistently apply this approach in every learning session. Islamic Religious Education teachers are of the view that this approach has significant efficacy in the context of Islamic Religious Education learning and has been a methodological preference since the beginning as educators.

2. The use of a personal approach is carried out in an interesting and non-monotonous manner.

If the learning has entered the afternoon, where students are already bored because they are tired of the morning learning. The PAI teacher of SMP Muhammadiyah 1 Purwokerto connects what is currently *trending*, jokes with students, and creates fun games for students.

3. Teachers listen sympathetically to all the problems students face in understanding the lesson material.

During the lesson, after delivering the material, the Islamic Religious Education Teacher of SMP Muhammadiyah 1 Purwokerto opened a question-and-answer session. The teacher not only asked questions to the students, but also actively approached the students to ensure their understanding. Individual assistance was given until each student truly understood the material.

4. Teachers try to handle students by providing a sense of security, understanding, assistance, and perhaps providing some alternative solutions.

Strive to build a learning environment that is not only comfortable but also safe for students. When students experience difficulties, teachers do not judge, but patiently provide assistance and offer various alternative solutions to problems.

5. Teachers take a personal approach to each student in the class and provide opportunities for students to be active, creative, and independent individuals in learning.

The components of the Personal Approach implemented at SMP Muhammadiyah 1 Purwokerto are also in accordance with Eni Purwanti's opinion, the following is her explanation:

1. Demonstrates warmth and sensitivity to the needs of students in small groups and individually.

When there are students who are seen exchanging opinions, the Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Middle School approaches the group of students and offers assistance. Or before starting the explanation, the Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Middle School asks a provocative question, for example: "What do you know about Aqiqah?"

2. Listen sympathetically to the thoughts expressed by students.

The Islamic Religious Education Teacher of Muhammadiyah 1 Junior High School Purwokerto listens actively without judging, respects the ideas conveyed by students, and gives full attention. For example, when a student says, "I doubt whether my answer is correct or not", the Islamic Religious Education Teacher of Muhammadiyah 1 Junior High School Purwokerto responds, "Why are you hesitant? Try to tell me your answer, I want to hear it."

3. Listening to positive appreciation expressed by students.

The Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Middle School accepts and acknowledges the students' positive efforts or ideas by providing constructive feedback. At that time, the Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Middle School asked the students, "Does anyone still remember what Qurban is?", then one of the students answered, from the students' answers, the Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Middle School always appreciates the students' answers.

4. Building a relationship of mutual trust.

Creating a comfortable and safe atmosphere so that students feel confident to share their thoughts and feelings without fear of being judged. For example, the Islamic Religious Education Teacher of SMP Muhammadiyah 1 Purwokerto starts and ends the learning hours on time.

5. Demonstrate readiness to assist students.

The Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Junior High School is always ready to support students, both in completing assignments or answering questions. At that time, there was a student who asked the Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Junior

High School "Is the Qur'an allowed to use a rabbit?", then the Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Junior High School explained the answer to the student.

6. Accept students' feelings attentively and openly.

The Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Middle School gives full focus to students who are talking or showing certain feelings. Actions such as looking students in the eye, nodding their heads, or giving simple verbal responses show that the Islamic Religious Education Teacher of Muhammadiyah 1 Purwokerto Middle School is truly there for them. Through responses like this, students will feel cared for and appreciated.

7. Trying to control the situation.

When the students started to get noisy, the Islamic Religious Education Teacher of Muhammadiyah 1 Junior High School Purwokerto said, "Students, focus, please pay attention to the teacher." The Islamic Religious Education Teacher of Muhammadiyah 1 Junior High School Purwokerto also set clear rules by collecting mobile phones.

5. Conclusion

Based on the results of the research and data analysis that the researcher has conducted, it can be concluded that the implementation of the Personal Approach at SMP Muhammadiyah 1 Purwokerto is divided into 3 stages, including:

1. Planning

Teachers will prepare teaching materials and learning media. In addition, teachers also prepare the latest *trends* that can be related to the material to be taught. The school also facilitates this planning stage by holding *a workshop* for teachers of SMP Muhammadiyah 1 Purwokerto during the new school year. This approach is also a form of contribution to the development of more effective learning. Teachers create a pleasant learning atmosphere by making the class more lively. PAI teachers of SMP Muhammadiyah 1 Purwokerto do not only position themselves as educators but can position themselves as friends to their students so that PAI learning which is known to be rigid and boring becomes a pleasant learning with an atmosphere created by teachers because they can position themselves as friends to students.

2. Implementation

This stage is also divided into 3 (three) sessions, namely opening, core, and closing. The opening session begins when the teacher enters the class. The teacher opens the class with a greeting then takes attendance of the students one by one, after which the teacher will review the previous material. After the opening session is finished, the teacher then explains the learning material, at this stage it is called the core stage. In the core session, the teacher will approach the students one by one and ensure that there are any difficulties faced or not. The next session is the closing session. In this session, the teacher re-confirms whether the students really understand or not.

The results of the research conducted by the researcher, Islamic Religious Education learning at SMP Muhammadiyah 1 Purwokerto has fulfilled the principles of the Personal Approach expressed by Mercer. The Personal Approach

is an approach that is effectively implemented directly, the teacher determines the success of students by how the exam results they get, the teacher always provides guidance when students feel difficult, the teacher always gives positive values to their students, the teacher provides motivation such as "Don't be afraid to step forward", and the teacher also provides attention by making connections between the material and what students like. The components of the Personal Approach in Islamic Religious Education learning at SMP Muhammadiyah 1 Purwokerto are in accordance with those expressed by Eni Purwanti. The Islamic Religious Education teacher at SMP Muhammadiyah 1 Purwokerto understands and responds to the emotional and learning needs of students personally with a friendly and supportive attitude, the teacher gives full attention, the teacher accepts and acknowledges the efforts and positive ideas of students by providing positive feedback, the teacher creates a comfortable and safe atmosphere, the teacher always supports students, the teacher gives full focus to students, and the teacher maintains a conducive classroom atmosphere.

3. Evaluation

The third stage is Evaluation. Evaluation of students conducted by teachers to determine success is through assessment. Teachers find obstacles faced, namely students who do not understand, students forget easily, and students have not been able to read the Qur'an. In dealing with this problem, teachers are more often to ensure that students understand what is conveyed or not. For students who cannot read the Qur'an, there will be coaching during homeroom hours.

Personal Approach is an approach that emphasizes assistance and guidance for each individual. Based on the results of the study, Islamic Religious Education Teachers at Muhammadiyah 1 Purwokerto Middle School have implemented it, although it takes quite a long time, Islamic Religious Education Teachers at Muhammadiyah 1 Purwokerto Middle School still implement it because through this method, teachers will be closer to their students and know what problems they are facing and help provide solutions. Through the Personal Approach, teachers can easily get to know and understand their students because teachers approach their students one by one. Islamic Religious Education Teachers at Muhammadiyah 1 Purwokerto Middle School get to know and memorize the names of their students, as seen when the teacher randomly asks questions to his students, the teacher will call out names and ask questions to the students. In addition, the teacher also provides knowledge to students, the teacher also understands the abilities of each student and helps students find solutions to the problems they face.

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