

Strengthening Historical Values through the Modernisation of Citizenship Studies Teaching for Students on the Islamic Cultural History Programme at UIN Datokarama Palu

Idris¹, Khairunnisa², M Jen Ismail³, Muhamad Amin⁴

^{1,2,3,4}Universitas Islam Negeri (UIN) Datokarama Palu

e-mail: sesatdaritimur47@gmail.com¹

Abstract

This study aims to analyse the reinforcement of historical values through the implementation of the Citizenship course for students on the Islamic Cultural History programme at UIN Datokarama Palu. The study employs a descriptive qualitative approach, with data collected through observation, interviews and documentation. The results of the study indicate that the reinforcement of historical values occurs through the stages of understanding, interpretation, internalisation, and actualisation. The values of nationalism, unity, tolerance, responsibility, mutual cooperation, and social concern are actualised in students' academic and social lives through discussions, case studies, reflection, and the linking of course material to local and national history. The role of lecturers as facilitators and the active involvement of students are key factors in this process. The integration of historical values into Citizenship education can strengthen students' historical awareness, national character and social responsibility.

Keywords : *Historical Values, Citizenship, Actualisation, Historical Awareness, Students.*

INTRODUCTION

History is an integral part of human life because, through history, a society can understand its journey, changes, experiences and the various values that have evolved over time. History should not be understood merely as a sequence of past events that need to be known and remembered, but also as a source of learning that holds significance for present and future life. Therefore, the study of history should ideally not stop at the mastery of facts, figures, places and the timing of events, but should be directed towards the ability to understand the meaning and values contained within them. The study of history that fosters historical awareness will encourage learners to see the connection between past experiences and the issues of life in the present (Pertiwi, 2018).

The historical values embedded in the journey of the Indonesian nation play a vital role in shaping the character of the younger generation. Various historical experiences embody the values of nationalism, patriotism, unity, mutual cooperation, tolerance, responsibility, social concern, setting a good example, and the spirit of upholding national

identity. These values should not merely be regarded as knowledge of the past, but need to be put into practice in society. Historical awareness is linked to the formation of national attitudes, as an understanding of historical experiences can provide a foundation for individuals to comprehend the identity, struggles and development of their nation. Research on history education students indicates a positive and significant relationship between nationalistic attitudes and historical awareness (Dediansyah and Hidayat, 2021). This demonstrates that strengthening historical awareness is relevant to the formation of students' national attitudes.

In the context of higher education, the reinforcement of historical values is becoming increasingly important because higher education institutions are not only tasked with developing students' academic abilities, but also have a responsibility to shape their character and personality as citizens. Students are an intellectual group who are expected to be capable of critical thinking, to care about social issues, and to contribute to resolving various societal problems. Higher education must therefore provide a learning process that integrates knowledge, values, attitudes and skills so that students not only possess academic competence but also a strong sense of national character.

One of the courses that plays a strategic role in shaping students' national character is Citizenship Education. Citizenship Education at university level is not only focused on understanding the rights and obligations of citizens, the constitution, democracy, Pancasila and national life, but also serves to shape students' personalities and character. Studies on Citizenship Education in higher education institutions indicate that this course plays a role in instilling nationalism, love for the homeland, national consciousness, democracy, and the values and ethics of Pancasila (Hubi et al., 2023). Thus, Citizenship Education can serve as a strategic space for linking historical values with the character development of students.

The role of Citizenship Education as part of character education also demonstrates that learning cannot be achieved solely through the teaching of theory. Students need to have learning experiences that enable them to understand values, reflect on them, and then apply them in their daily lives. Research on the implementation of character education values through Citizenship Education among students indicates that students have generally acquired and understood the citizenship material, but the application of these values in daily life has not yet been optimised (Hikmah, 2021). These findings indicate a gap between the knowledge aspect and the aspect of actualisation. Therefore, Citizenship Education needs to be developed so that it can bridge the gap between students' knowledge and their actual actions.

The actualisation of values in learning is a crucial process, as values that are merely known on a cognitive level do not necessarily become part of a person's character. Students may understand the concepts of nationalism, unity, tolerance, democracy and responsibility in theory, but these values only take on a deeper meaning when they are manifested in behaviour. One approach that can be used is value-clarification-based learning. Through this approach, students are not merely asked to memorise values, but are guided to discover, analyse, select, take a stance on, and

practise these values in their daily lives (Kabatiah, 2021). Thus, the actualisation of values is a vital part of the character-building process through Citizenship education.

The reinforcement of historical values through Citizenship Education can be achieved by integrating various historical experiences into the course material and classroom activities. Historical events can serve as a source of reflection to understand the values of unity, tolerance, social concern, struggle and responsibility. Students can be encouraged to analyse a historical event, identify the values it embodies, and then relate those values to contemporary social issues. In this way, history is not merely viewed as knowledge of the past, but becomes a source of learning to shape civic attitudes and behaviour.

This need is becoming increasingly relevant amidst the development of information technology and globalisation. Today's young generation receives a vast amount of information through various digital media. This situation provides students with opportunities to access a wider range of historical sources, but at the same time presents challenges in developing a critical understanding of history. Research on Citizenship Education in the digital age indicates that this subject plays a role in developing students' knowledge, skills, and civic attitudes or character. However, its implementation still faces various issues, including the influence of foreign cultures, low motivation to learn, limited teaching time, and the sub-optimal use of technology by lecturers (Widiatmaka, Nuryadi, and Arissander Sugiyanto, 2021). These conditions highlight the importance of learning innovations that can make national values more contextual and relevant to students' lives.

In the context of students on the Islamic Cultural History programme at UIN Datokarama Palu, the reinforcement of historical values holds particular relevance. Students in the field of history have an academic affinity with the study of the development of societies, cultures, civilisations, and the various dynamics of human life in the past. This knowledge can serve as an important foundation for developing historical awareness as well as civic character. Students are not only expected to understand the history of Islamic culture, but also to be able to draw positive values from these historical experiences and relate them to the pluralistic society of Indonesia.

The local context of Palu and Central Sulawesi can also serve as a vital resource in this process. Local history and culture hold a wealth of social experiences relating to diversity, solidarity, tolerance, mutual cooperation, and communal living. The use of local history in teaching can bring the subject matter closer to students' own experiences, ensuring that the values being learnt do not feel abstract. Students can be guided to examine how communities in their own environments cope with various changes and challenges, and then identify values that can be applied in both their academic and social lives.

The integration of history with Citizenship Education also has a strong pedagogical basis. Citizenship Education is fundamentally aimed at shaping citizens who possess civic knowledge, civic skills, and civic attitudes and character (Widiatmaka, 2021). Therefore, learning that links historical experiences with civic values can provide students with the opportunity to understand that national values have deep historical

roots. The value of unity, for example, can be understood through the nation's struggle; the value of tolerance can be examined through the history of interactions between various social groups; whilst the value of mutual cooperation can be linked to the social practices of communities over time.

The issue that then arises is that an understanding of history and citizenship does not automatically result in students' ability to put these values into practice. Historical knowledge may remain confined to the cognitive realm if teaching is solely focused on the delivery of subject matter. Similarly, Citizenship Education may lose its character-building function if students are merely guided to understand concepts without being given the opportunity to put them into practice. Research findings indicate that Citizenship Education does indeed play a vital role in the character and moral development of students, but its success is also influenced by the curriculum, lecturers' competencies, and student engagement in the learning process (Hasan, 2024).

Given these circumstances, a learning process is required that can bring together historical knowledge, civic values, and students' real-life experiences. The actualisation of learning can be achieved through discussions, case studies, local history studies, project-based learning, social observation, reflection, and various activities that provide students with the opportunity to practise the values they have learnt. Through this approach, historical values do not merely remain as material to be understood, but can develop into awareness, attitudes and behaviour.

Consequently, it is important to examine the reinforcement of historical values through the implementation of the Citizenship course for students on the Islamic Cultural History programme at UIN Datokarama Palu. This study not only concerns how students understand the values contained within historical experiences, but also how these values are linked to civic values and manifested in their academic and social lives. It is hoped that this research will provide an insight into the Civic Education learning process, which is oriented towards strengthening historical awareness, whilst also identifying the ways in which these values are put into practice in students' lives.

Ultimately, reinforcing historical values through Citizenship Education is expected to shape students who not only possess the academic ability to understand Islamic history and culture, but also demonstrate a sense of national identity, a tolerant attitude, social responsibility, a spirit of unity, and the ability to put these values into practice in their daily lives. Thus, Citizenship education can serve as a strategic means of bridging historical knowledge with the need to shape students' character as an intellectual generation that is mindful of the past, capable of understanding present-day issues, and bears responsibility for the nation's future (Martin, 2022).

METHOD

This study employs a qualitative approach of a descriptive nature, aiming to provide an in-depth understanding of the reinforcement of historical values through the implementation of the Citizenship course amongst students on the Islamic Cultural History programme at UIN Datokarama Palu. The qualitative approach was chosen because the study focuses on the processes, experiences, interpretations and behaviour

of students in understanding and actualising historical values within the Citizenship course. Research data were obtained through observation, in-depth interviews and documentation. Research informants were selected using purposive sampling, namely the lecturer responsible for the Citizenship course and students of the Islamic Cultural History Study Programme who attended the course. Observations were carried out to examine the learning process and the ways in which historical values are put into practice; interviews were used to explore the experiences, understanding and views of lecturers and students; whilst documentation was used to supplement the data in the form of teaching materials, assignment results and relevant documents. The use of a combination of observation, interviews and documentation is considered effective in qualitative educational research as it enables researchers to obtain in-depth data whilst cross-checking the information obtained (Heriady and Andi Fitriani Djollong, 2026).

Data analysis was carried out interactively through the stages of data condensation or reduction, data presentation, and the drawing and verification of conclusions. Data from interviews, observations and documentation were categorised according to the research themes, namely the understanding of historical values, the process of internalising values, the forms of value actualisation in Citizenship education, and the factors supporting and hindering value actualisation. Data validity was tested through source triangulation and methodological triangulation, namely by comparing information from lecturers and students and by cross-checking interview results with findings from observation and documentation. The use of such triangulation is relevant to qualitative educational research as it enhances the credibility and depth of the research findings (Alexsandy and Nugraha, 2026). Recent qualitative research in the field of education has also shown that case studies and techniques such as interviews, observation and documentation can be used to uncover the learning process in a contextual and in-depth manner (Jafar, Hasruddin Nur and Wati, 2026). Using these methods, the research is expected to provide a comprehensive picture of how Citizenship education can reinforce historical values and how students put these values into practice in their academic and social lives.

RESULTS AND DISCUSSION

Reinforcing Historical Values through the Practical Application of Citizenship Education

Based on the results of interviews designed to explore the experiences of students and lecturers in the study of the Citizenship course, the reinforcement of historical values can be understood through the process of understanding history, interpreting values, internalisation, and actualisation in students' lives. Civics education not only provides an understanding of Pancasila, nationalism, the rights and duties of citizens, democracy, and life as a nation and state, but also provides a space for students to connect these values with the historical experiences of the Indonesian nation. This is in line with studies that position Civics Education as a means of shaping students' civic knowledge, skills and character.

Student informant AR explained that Citizenship Education becomes easier to understand when lecturers link the course material to historical events. According to AR (2026), discussions on nationalism are not merely understood as a concept, but can be viewed through the lens of the struggles experienced by the Indonesian people in the past.

"In my view, citizenship studies are easier to understand when linked to history. For example, when discussing nationalism, we do not merely learn the definition of nationalism, but also explore how people in the past fought to maintain unity. From this, I feel that nationalism is not just a theory, but something that must be applied in our lives today."

This statement demonstrates that the experience of learning history can serve as a bridge to understanding the concept of citizenship in a more contextualised way. Historical values are not merely positioned as knowledge about the past, but serve as a source of reflection for students in understanding the issues of contemporary life. This is in line with research on the paradigm of history learning, which emphasises that history must be positioned as a space for dialogue between facts, values and meaning, so that learners can connect past events with the realities of life.

Informant NS (2026) also stated that the values most frequently experienced in learning are unity and tolerance. In their view, the diversity of students within the university environment provides an opportunity to practise these values directly.

"We learn that Indonesia is a country of many differences. In class, too, students come from different backgrounds. So the values of unity and tolerance can actually be put into practice straight away. It is not enough simply to know that we must be tolerant; we must also learn how to respect our friends' opinions and not discriminate against them."

These findings demonstrate that the realisation of historical values can take place through students' day-to-day interactions. The values of tolerance and unity, learnt through historical experiences, are subsequently applied in academic life. Thus, Citizenship education serves a broader purpose than the mere transfer of knowledge, as it can act as a means of shaping students' attitudes and behaviour. These findings are reinforced by research on the internalisation of values in the teaching of the History of Islamic Culture. Warwefubun, Nafila, and Jamal found that the study of Islamic Cultural History can play a role in internalising the values of tolerance, respect for diversity, and an inclusive attitude. These findings are relevant to this study because students on the Islamic Cultural History programme have academic experiences closely linked to the study of history and culture. This knowledge can serve as a foundation for connecting historical values with civic values.

Interpreting Historical Values in Learning

The reinforcement of historical values is determined not only by the amount of historical material provided, but primarily by the students' ability to make sense of the events they are studying. Based on the interview findings, students tend to find it easier

to understand historical values when lecturers provide opportunities for discussion and for linking the material to the social conditions they face. Informant MF (2026) stated:

“Usually, we are not just given material, but asked to give our opinions on a particular event. From these discussions, I can see that historical events are, in fact, still relevant to the present day. For example, the issue of diversity and unity. In the past, society dealt with diversity in a certain way, whereas now we also face diversity, but in a different form.”

This statement indicates the presence of a process of historical interpretation. Students do not merely recall events, but compare past experiences with present-day issues. Such a process is crucial in the development of historical consciousness, as students are guided to recognise the connections between the past and the present. These findings are consistent with the research by Yuliati, Maryuni and Djono, which emphasises the importance of an interdisciplinary and multidimensional approach in history teaching to foster historical consciousness. History is not merely understood as a narrative of the past, but is linked to the social, cultural, political, economic and moral dimensions of life. Lecturer HC, (2026), in a draft interview, explained that Citizenship Education can be directed towards developing students’ ability to derive values from historical events.

“I strive to ensure that students do not merely know the subject matter, but also understand the values behind it. When discussing nationalism, for example, students are encouraged to examine the nation’s historical experiences and are then asked how nationalism can be realised by students today. In this way, there is a process of knowing, understanding and then applying.”

This explanation highlights three key processes in learning: knowledge, understanding and application. These three aspects can serve as the basis for measuring the success of reinforcing historical values. It is not enough for students merely to be able to explain the value of nationalism; they must also understand its relevance and demonstrate behaviour that reflects that value.

The Actualisation of Historical Values in Students’ Lives

Actualisation is a vital part of the process of reinforcing values, as values that have been understood need to be manifested in action. Based on the interview findings, the actualisation of historical values amongst students can be observed in several forms, including respecting differences, working together, taking responsibility for tasks, maintaining unity, participating in social activities, and showing concern for the campus environment. Informant RA (2026) explained:

“After taking the Citizenship course, I feel that the values discussed are not just for the exam. Take responsibility, for example. When we talk about the struggles of historical figures, they had a sense of responsibility towards society. As students, our form of responsibility may be different, such as completing assignments, attending lectures, and taking part in activities that benefit society.”

This statement indicates that students are beginning to link historical values to their academic lives. The value of responsibility found in historical experiences is then

translated into students' behaviour. This process constitutes a form of actualisation, as values do not stop at cognitive understanding. Research on the integration of historical values to strengthen character education also shows that the study of history can instil the values of patriotism, responsibility, cooperation, tolerance and honesty. History teaching that integrates character values also has the potential to raise awareness of national identity and foster positive attitudes in everyday life. Informant AH (2026) provided another perspective on the actualisation of the value of unity:

"In my view, unity can begin with simple things. For example, in group work, we must be able to accept our peers' opinions. We should not assume that our own opinions are the only correct ones. I believe that is a form of unity that students can practise."

These comments indicate that students understand the practical application of values. Unity is no longer interpreted solely in the context of the nation's struggle, but also in day-to-day social interactions. This is important because civic character is shaped through ongoing social habits and experiences.

The Role of Lecturers in Reinforcing Historical Values

The interview findings also show that lecturers play a vital role in linking Citizenship studies material to historical values. Lecturers do not merely function as conveyors of material, but also as facilitators who guide students towards critical and reflective thinking. Informant HC (2026) explained:

"Students need to be given the opportunity to speak and express their opinions. I rely heavily on discussions to gauge how students understand the values embedded in the material. Sometimes I provide examples of historical events and then ask students to relate them to current circumstances."

This learning model indicates a shift from teaching focused on the delivery of material towards learning that provides opportunities for student participation. This is consistent with research on Citizenship Education in higher education, which identifies teaching methods as a key factor in the process of internalising character values. Citizenship Education can serve as a vehicle for character education if supported by lecturers' expertise and the selection of teaching methods appropriate to the students' circumstances.

Lecturers may also utilise local history as a learning resource. This approach enables students to connect historical values with the environment they are familiar with. In the context of UIN Datokarama Palu, the history and culture of the people of Central Sulawesi can serve as a basis for discussion to understand the values of togetherness, solidarity, tolerance and social resilience.

Contextual Learning and Local History

The use of local context in learning is an important form of application. Students will find it easier to understand historical significance if the events discussed are relevant to their own lives. Informant IM (2026) explained:

"When we discuss history that is relevant to our lives, I find it easier to understand. We can see that the communities around us also have a history and values that can be

learnt from. So it is not only national history that is important, but local history can also provide lessons.”

This statement highlights the importance of local history in building students' historical awareness. Local history can provide a more concrete experience as students can link their learning to their social and cultural environment.

In history education, an approach that links events to their social, cultural and moral contexts can help students see history as something alive and relevant. Recent research on history education also emphasises the importance of approaches that enable learners to connect historical facts with the realities of contemporary life.

Synthesis of Interview Findings

Based on the overall findings of the interviews, it can be understood that the reinforcement of historical values through Citizenship Education takes place through four main stages, namely understanding, interpretation, internalisation, and actualisation. At the understanding stage, students acquire knowledge about historical events and experiences. At the interpretation stage, students identify the values contained within these events. At the internalisation stage, students link historical values with civic values. Subsequently, at the actualisation stage, these values are manifested in the students' behaviour.

These findings demonstrate that Citizenship Education has the potential to serve as a space for the integration of history and character education. Historical values such as nationalism, unity, tolerance, responsibility, mutual cooperation and social concern can serve as material for reflection, which is subsequently applied in students' lives. This is consistent with research showing that Citizenship Education plays a role in shaping students' character, whilst the study of history can serve as a means of instilling and actualising character values.

Thus, the reinforcement of historical values through the implementation of the Citizenship course for students on the Islamic Cultural History programme at UIN Datokarama Palu can be understood as a learning process that integrates historical knowledge with civic values. The success of this process is evident not only in the students' ability to explain historical events or concepts of citizenship, but above all in their ability to interpret historical values and apply them in both their academic and social lives.

CONCLUSION

Based on the research findings, it can be concluded that the teaching of the Citizenship course plays a significant role in reinforcing historical values amongst students on the Islamic Cultural History programme at UIN Datokarama Palu. This reinforcement takes place through a process of understanding, interpreting, internalising and putting into practice the values contained within various historical experiences. Values such as nationalism, unity, tolerance, responsibility, mutual cooperation and social concern are not merely understood as course content, but are increasingly linked to students' academic and social lives. The use of discussions, case studies and

reflection, as well as linking Citizenship course content to national and local history, serves as a strategy that can help students understand the relevance of historical values to contemporary issues.

The implementation of Citizenship education demonstrates that the success of reinforcing historical values cannot be measured solely by students' ability to understand concepts in theory, but also by their ability to apply them in real-life behaviour. The role of lecturers as facilitators, the active involvement of students, and the use of historical contexts relevant to students' lives are key factors in this process. Consequently, the integration of historical values into Citizenship education can serve as a strategic approach to fostering students who possess historical awareness, a sense of national identity, a tolerant attitude, a sense of responsibility, and social conscience. It is hoped that such education will enable students not only to understand past experiences but also to draw upon the values and examples from history to address contemporary issues and contribute positively to the life of society and the nation.

REFERENCES

- Agus Dediansyah dan Sahid Hidayat, "Hubungan antara Sikap Nasionalisme dengan Kesadaran Sejarah Mahasiswa (Studi pada Mahasiswa Program Studi Pendidikan Sejarah IKIP PGRI Pontianak)," *Sosial Horizon: Jurnal Pendidikan Sosial* 8, no. 1 (2021).
- Agus Dediansyah dan Sahid Hidayat, "Hubungan antara Sikap Nasionalisme dengan Kesadaran Sejarah Mahasiswa (Studi pada Mahasiswa Program Studi Pendidikan Sejarah IKIP PGRI Pontianak)," *Sosial Horizon: Jurnal Pendidikan Sosial* 8, no. 1 (2021).
- Emy Yunita Rahma Pertiwi, "Upaya Meningkatkan Kesadaran Sejarah Nasional dalam Era Globalisasi," *Civic Edu: Jurnal Pendidikan Kewarganegaraan* 2, no. 1 (2018).
- Findi Alexsandy dan Mulyawan Safwandy Nugraha, "Triangulasi Observasi dan Wawancara dalam Supervisi Pembelajaran di SMA Negeri 1 Cibeber," *Jurnal Pendidikan Tambusai* 10, no. 2 (2026): 16584–16592.
- Jafar, Hasruddin Nur, dan Jenny Ratna Ika Setia Wati, "Inovasi Pembelajaran Sejarah Berbasis Kearifan Lokal untuk Meningkatkan Kesadaran Sejarah Siswa," *Phinisi Integration Review* 9, no. 1 (2026).
- Jamain Warwefubun, Nafila J.N., dan Alfian Jamal, "Internalisasi Nilai-Nilai Moderasi Beragama dalam Pembelajaran Sejarah Kebudayaan Islam: Studi Kasus pada Mahasiswa Pendidikan Agama Islam," *Jurnal Dinamika* 6, no. 2 (2025).
- Mahfud, "JAS MERAH (Jalan-Jalan Sejarah Mengembangkan Kesadaran Sejarah): Pembelajaran Sejarah Luar Ruangan Berbasis Kesadaran Sejarah," *Jurnal Pendidikan Sejarah Indonesia*. [Vol 7, No 1 \(2024\)](#)
- Martin, "Pendidikan Karakter melalui Mata Kuliah Pendidikan Kewarganegaraan untuk Membangun Karakter Mahasiswa," *Jurnal Kewarganegaraan* 6, no. 2 (2022).
- Maryatun Kabatiah, "Pengintegrasian Pendidikan Karakter di Perguruan Tinggi melalui Teknik Klarifikasi Nilai pada Mata Kuliah Pendidikan Kewarganegaraan," *Jurnal Kewarganegaraan* 18, no. 1 (2021).

- Pipit Widiatmaka, "Pendidikan Kewarganegaraan sebagai Ujung Tombak Pembangunan Karakter Pancasila di Perguruan Tinggi," *Pancasila: Jurnal Keindonesiaan* 1, no. 2 (2021): 176–185.
- Pipit Widiatmaka, Muhammad Hendri Nuryadi, dan Arissander Sugiyanto, "Pendidikan Kewarganegaraan sebagai Sarana Pembelajaran dalam Menumbuhkan Karakter Bangsa pada Mahasiswa di Era Digital," *Humanika: Kajian Ilmiah Mata Kuliah Umum* 25, no. 1 (2025).
- Pipit Widiatmaka, Muhammad Hendri Nuryadi, dan Arissander Sugiyanto, "Pendidikan Kewarganegaraan sebagai Sarana Pembelajaran dalam Menumbuhkan Karakter Bangsa pada Mahasiswa di Era Digital," *Humanika: Kajian Ilmiah Mata Kuliah Umum* 25, no. 1 (2025): 99–108.
- Riza Hasan, "Pembentukan Karakter dan Moral pada Mahasiswa melalui Pembelajaran Pendidikan Kewarganegaraan di Perguruan Tinggi," *Jurnal Kewarganegaraan* 8, no. 1 (2024).
- Shofi Nurul Hikmah, "Implementasi Nilai Pendidikan Karakter melalui Pendidikan Kewarganegaraan di Perguruan Tinggi," *Jurnal Penelitian Humaniora* 26, no. 2 (2021): 53–59.
- Siti Karomah, "Peran Pendidikan Kewarganegaraan dalam Mengembangkan Karakter Mahasiswa di Era Digital (Studi Kasus Mahasiswa Pendidikan Bahasa Indonesia Semester 2 TA. 2025/2026)," *Jurnal Ilmu Pendidikan* 4, no. 1 (2025): 47–58.
- Tiara Salsabilla, Kasja Eki Waluyo, dan H. Mansyur, "Implementasi Metode Pembelajaran Numbered Head Together (NHT) dalam Pembelajaran Sejarah Kebudayaan Islam di MI Raudhotul Jannah," *At-Thullab: Jurnal Mahasiswa Studi Islam* 7, no. 2 (2025).
- Zainuddin, Heriady, dan Andi Fitriani Djollong, "Penerapan Metode Kualitatif dalam Riset Pendidikan Agama Islam di Perguruan Tinggi," *Iqra: Jurnal Ilmu Kependidikan dan Keislaman* 21, no. 1 (2026): 34–39.
- Zindan Baynal Hubi dkk., "Analisis Peran Pendidikan Kewarganegaraan sebagai Mata Kuliah Pengembang Kepribadian dan Karakter di Perguruan Tinggi," *Jurnal Kewarganegaraan* 7, no. 2 (2023).