

## Fostering Tauhid Values Through Quranic Farm-Based Learning at SMP Sekolah Quranpreneur Indonesia

Jummiana<sup>1</sup>

<sup>1</sup> Universitas Islam Negeri Raden Fatah Palembang, Indonesia; jummiana.s3@gmail.com

---

### ARTICLE INFO

#### *Keywords:*

Value of Tawheed;  
Learning;  
Quranic Farm

---

#### *Article history:*

Received 2023-08-08  
Revised 2023-09-02  
Accepted 2023-12-30

### ABSTRACT

This study aims to explore the instillation of Tauhid (monotheism) values through Quranic farm-based learning at SMP Sekolah Quranpreneur Indonesia. Tauhid, the Islamic concept of the oneness of Allah, is essential in shaping students' spiritual and moral development. Integrating it with practical learning methods like farming provides a unique pedagogical approach that combines religious teachings with hands-on activities. The research employed a qualitative methodology to provide an in-depth understanding of the processes involved. Data were collected through interviews, observations, and documentation, offering multiple perspectives on the teaching and learning activities. Data analysis followed the steps of data reduction, data presentation, and drawing conclusions. The findings reveal that the instillation of Tauhid values is carried out through both in-class and outdoor learning activities. In the classroom, students are taught the principles of Tauhid through traditional instructional methods. Outside the classroom, students engage in gardening practices where they integrate Tauhid values with hands-on activities. During these gardening sessions, students recite and memorize Quranic verses (*murojaah*) while caring for the plants. This dual approach serves to reinforce the values of trust in Allah, gratitude, patience, and justice through both spiritual and practical dimensions. The integration of Tauhid values into practical learning activities like farming helps to deepen students' understanding and appreciation of these values. The combination of classroom instruction and experiential learning in the garden creates a holistic learning experience that connects religious knowledge with everyday practices. This study highlights the importance of creative teaching approaches in instilling core spiritual values in students. The study concludes that Quranic farm learning is an effective method for instilling Tauhid values in students. By combining classroom teaching with practical gardening activities, students are able to internalize the principles of Tauhid in a meaningful way. Future research could further explore the impact of such integrative learning models on student development in other educational settings.

*This is an open access article under the [CC BY-NC-SA](#) license.*



---

### Corresponding Author:

Jummiana

Universitas Islam Negeri Raden Fatah Palembang, Indonesia; jummiana.s3@gmail.com

---

## 1. INTRODUCTION

Education plays a crucial role in shaping human life and society, extending beyond the development of physical and intellectual abilities to include the internalization of spiritual values, such as Tauhid (the Islamic principle of monotheism). The integration of Tauhid values in education is essential to cultivating a balanced human civilization, where spiritual and moral dimensions complement intellectual growth. By embedding these values, education can help safeguard society from moral and ethical threats, fostering individuals who exhibit good character and attitudes. In line with national educational philosophies, the goal of education should be to holistically develop an individual's physical, spiritual, intellectual, and emotional capacities, as guided by their belief in God (Hilda, 2015). This study explores how Quranic farm-based learning at SMP Sekolah Quranpreneur Indonesia fosters the internalization of Tauhid values, aiming to contribute to the broader discourse on values-based education.

Instilling the values of monotheism in education is one of the important aspects in shaping the character and personality of students. The values of monotheism, which are the basis of Islamic teachings, serve as a foundation for understanding and living life according to religious principles. One effective approach in instilling these values is through innovative and contextual learning methods. In Indonesia, the Indonesian Quranpreneur School has implemented the Quranic Farm learning model as an effort to disseminate and internalize the values of monotheism to junior high school students. This model integrates religious learning with practical activities related to agriculture, aiming to build spiritual awareness as well as practical skills (Nugroho & Prabowo, 2022).

In the context of religious education, monotheism is a central concept that teaches about the oneness of Allah and the absolute dependence of humans on Him. According to al-Ghazali (2003), A deep understanding of monotheism will form a strong moral and ethical character in individuals. The integration of monotheistic values in the education curriculum is considered important in building a solid foundation for students facing various life challenges. Therefore, the application of effective methods to teach these values becomes very relevant and crucial.

Quranic Farm Learning is one of the learning methods that combines the principles of Quranic teachings with direct practice in the field of agriculture. This approach teaches not only religious knowledge but also practical skills that can be used in everyday life (Hasanah, 2023). According to Abdullah (2021), Practical activity-based approaches such as Quranic Farm can enhance students' understanding of religious values and how they can be applied in real-life contexts. These activities are expected to shape spiritual awareness and positive attitudes towards social and environmental responsibility.

The implementation of Quranic Farm in SMP Sekolah Quranpreneur Indonesia aims to create a learning environment that is not only oriented towards academics but also towards the development of students' character and spirituality. Previous research by Yusuf and Rahman (2020) shows that learning methods that link theory with real practice have a positive impact on student motivation and understanding. By utilizing agricultural activities as a learning medium, students are expected to be able to more easily internalize the values of monotheism in their daily lives.

Several previous studies have explored the integration of Tauhid values in education. Nurhadi and Sukirno (2018) found that while an integrative approach in the religious curriculum can enhance students' understanding of monotheism, it remains largely theoretical and lacks practical application in daily life. Sari and Anwar (2019) demonstrated that project-based learning can improve students' comprehension of religious values, but their research was limited to basic education and did not explore more complex, practical contexts such as agriculture. Alifah and Fajar (2020) noted that, although effective in shaping students' character, their approach fell short in connecting Tauhid values to practical, everyday applications. Similarly, Rahayu and Setiawan (2021) emphasized the importance of extracurricular activities in instilling religious values but did not focus on integrating these values into practical activities like farming. Aminah and Fadli (2022) highlighted the effectiveness of theoretical approaches in conveying Tauhid values but pointed out that such methods lack the practice-based

emphasis seen in models like Quranic Farm learning. Finally, Risda and Salamuddin (2023) showed that incorporating Tauhid values into Arabic language learning can help students not only excel cognitively but also integrate moral and ethical values into their daily lives, emphasizing the connection between religious teachings and worldly actions.

This study stands out in several aspects that differentiate it from previous studies. First, the Quranic Farm method integrates the values of tawhid with practical activities in the context of agriculture, which has not been widely explored in previous studies. While previous studies tend to focus on curricular, project-based, or extracurricular approaches, the Quranic Farm model combines theory with real-world practice, providing students with hands-on experience in applying the values of tawhid. Second, this study investigates how direct practice in agriculture can influence the understanding and application of the values of tawhid, offering a new perspective in religious education that is more contextual and applicable.

Overall, this study aims to explore and analyze how the implementation of the Quranic Farm method in SMP Sekolah Quranpreneur Indonesia can improve the understanding and application of the values of tawhid among students. By understanding the impact and effectiveness of this method, it is hoped that useful recommendations can be produced for the development of curriculum and religious learning practices in the future.

This study is important because it provides new insights into how the integration of tawhid values with real-world practice can improve students' understanding in depth. In the context of increasingly dynamic education, there is a need for learning methods that not only convey theory but also equip students with practical skills that can be applied in everyday life. The Quranic Farm model offers an innovative approach that can be adapted by other schools, especially in Indonesia, to internalize religious values in a relevant and practical context. In addition, this study is also highly relevant to efforts to develop a more holistic and contextual religious education curriculum, which is expected to be a reference for the development of learning methods in the future. By understanding the impact and effectiveness of this model, we can design more effective educational strategies to shape students' character and personality in accordance with religious principles.

## **2. METHODS**

This study uses a qualitative research type with a case study approach. The type of qualitative research was chosen to understand in depth and detail the process of instilling the values of monotheism through the Quranic Farm learning model at SMP Sekolah Quranpreneur Indonesia. The case study approach allows researchers to explore and analyze the implementation of this method thoroughly in a specific context, with the aim of gaining in-depth insight into its effectiveness and impact on students' understanding and application of monotheistic values .

This study was carried out at SMP Sekolah Quranpreneur Indonesia, situated in Sei Selayur, Kalidoni District, Palembang City, South Sumatra. The school employs the Quranic Farm learning approach, making it an ideal setting for examining practical, activity-based learning within the framework of Islamic education in Indonesia. The research will take place across multiple areas of the school, including classrooms, agricultural fields utilized in the Quranic Farm model, and other relevant activities that contribute to the overall learning process.

Data collection methods involve observation, interviews, and documentation. Observations were conducted to directly observe the Quranic Farm learning process, student interactions, and the implementation of the values of tawhid in daily activities. Interviews were conducted with various parties, including teachers, students, and principals, to gain in-depth perspectives on their experiences and views on this learning method. Using purposive sampling techniques, the main informants interviewed included various parties involved in the implementation and learning experiences of Quranic Farm, namely teachers, principals, students, and parents. Documentation, including lesson

notes, lesson plans, and activity reports, will be collected to support the data obtained from observations and interviews. Data analysis methods include data reduction, data presentation, and drawing conclusions. The data collected will be analyzed through a reduction process to filter relevant information, followed by data presentation in thematic form to identify patterns and relationships. Finally, conclusions or verification will be drawn to conclude the findings and draw practical implications from this study regarding the effectiveness of the Quranic Farm model in instilling the values of tawhid.

### 3. FINDINGS AND DISCUSSION

#### 3.1. *Implementation of Tauhid Values through Quranic Farm Learning*

The instillation of monotheistic values through Quranic Farm learning at the Indonesian Quranpreneur Middle School is carried out with an integrated approach that combines theory and practice. In the classroom, the delivery of material is carried out through direct teaching of the values of monotheism associated with the religious curriculum, such as lectures, discussions, and case studies. This method helps students understand the basic concepts of monotheism in depth and in an applicable manner. Teachers use interactive techniques to make the material more relevant and contextual to students' daily lives, ensuring that their understanding of the values of monotheism is not only theoretical but also practical. As expressed by Mrs. MM:

*"In class, we integrate monotheistic material with relevant topics from the Quranic Farm curriculum. We start by conveying the basic concepts of monotheism through lectures, discussions, and reading verses of the Qur'an related to the oneness of Allah. We use interactive methods such as group discussions and case studies to explore how the values of monotheism are applied in everyday life. For example, we connect teachings about responsibility and trustworthiness with gardening practices outside the classroom."*

Outside the classroom, gardening activities as part of the Quranic Farm model serve as a practical medium for implementing the values of tawhid. The principal emphasized that gardening practices not only teach technical skills but also instill religious principles such as responsibility, justice, and a harmonious relationship with God's creation. This shows that practice-based learning provides students with the opportunity to experience and understand the application of tawhid values directly, making these concepts more real and relevant to their lives. As expressed by Mr. AK:

*"Learning outside the classroom through gardening practices is very important in the context of the Quranic Farm. We believe that this activity provides students with direct experience of responsibility, hard work, and a harmonious relationship with God's creation. Outside the classroom, students not only apply the values of tawhid in the context of physical activities such as planting and caring for plants, but also learn about justice and blessings through the results they get. We strive to ensure that this activity is in line with Islamic teachings, so that students understand and feel directly how the values of tawhid are implemented in everyday actions."*

An integrative approach that combines theoretical learning in the classroom with direct practice outside the classroom is an effective method in instilling the values of monotheism. This allows students to not only learn religious values conceptually but also feel them in real action. This integration enhances the understanding and application of monotheistic values in students' daily lives and has a positive impact on their attitudes and behaviors. This study also highlights the importance of contextual and applicable teaching in religious education to facilitate a deeper internalization of religious values. Mr. AK explained that:

*"The main objective of implementing the Quranic Farm model is to integrate monotheism values into students' daily learning activities in a practical and relevant way. We want to ensure that students not only learn religious concepts in a theoretical context but are also able to apply them directly in their lives. Through gardening activities, students learn about responsibility, blessings, and a harmonious relationship with nature, all of which are important aspects of monotheism. In addition, we hope that this model can strengthen students' practical skills, such as cooperation and discipline, as well as instill a sense of gratitude and responsibility towards Allah's creation."*

Thus, there are several objectives of implementing the values of monotheism through Quranic Farm learning, namely 1) integration of monotheism values in daily practice, one of the main objectives is to connect the concept of monotheism with daily practice through gardening activities. This shows an effort to make religious values more applicable and relevant to students. This integration ensures that the understanding of monotheism is not only abstract but can also be applied in real actions; 2) development of practical skills and character, through the Quranic Farm model, students not only learn about the values of monotheism but also develop practical skills such as cooperation, discipline, and responsibility. The principal emphasized that gardening activities as part of this model provide opportunities for students to learn useful life skills, while internalizing religious values. This reflects a holistic approach to education that focuses not only on cognitive aspects but also on character development and practical skills; and 3) instilling a sense of gratitude and responsibility towards nature, the importance of instilling a sense of gratitude and responsibility towards Allah's creation through gardening activities. This shows that the Quranic Farm model aims to teach students about a harmonious relationship with nature and the importance of gratitude for the blessings given by Allah. This reflects a deep understanding of how the values of monotheism can be applied in human relations with the surrounding environment.

The implementation of the Quranic Farm model has a comprehensive and multidimensional goal. By combining the learning of monotheism values with practical activities, the school seeks to create a more in-depth and relevant learning experience for students. This approach not only aims to improve students' understanding of religion but also to strengthen their practical skills and character, as well as instill an attitude of gratitude and responsibility towards Allah's creation. This reflects an effort to integrate religious education with aspects of daily life effectively and contextually.

In classroom observations, it was seen that teachers used interactive methods to teach the values of monotheism. Classroom activities include the following: 1) the delivery of material, the teacher's delivery of material about monotheism using the lecture method, and group discussions. In this session, the teacher discusses the basic concepts of monotheism such as the oneness of Allah, amanah, and responsibility. Group discussions allow students to ask questions and discuss how these values can be applied in everyday life; 2) case studies, the teacher submits case studies involving situations in everyday life where students can apply the values of monotheism. For example, case studies on how to act fairly in conflict situations or how to show gratitude for blessings received. Outside the classroom, observations show that gardening activities at the Quranic Farm are carried out by actively involving students in various aspects of farming, such as plant care, students are involved in various gardening tasks such as planting, watering, and caring for plants. During these activities, teachers often relate these tasks to the teachings of monotheism, such as the mandate to care for Allah's creation and the importance of patience and consistent effort. Reflection and discussion: After the gardening activity, students are invited to reflect on and discuss their experiences. These discussions often revolve around how the gardening experience helped them understand the values of monotheism more deeply, such as the relationship between their efforts and the results they achieve and how it reflects the teachings of gratitude and responsibility in Islam.

The results of the observations strengthen the data from interviews with teachers and students, showing that the Quranic Farm learning method is effective in integrating the values of monotheism with real practices:

- a. Application of monotheism values in classroom activities and gardening practices: Observations in class and outside the classroom showed that the integration between theory and practice went well. In class, interactive methods such as group discussions and case studies allowed students to explore monotheism values and relate them to real situations. Outside the classroom, gardening activities provided a practical context in which students could directly apply these values. This strengthens the finding that the combination of theory and practice can facilitate a deeper and more applicable understanding of religious values.
- b. Development of practical skills and character: Observations also showed that gardening activities not only functioned to teach monotheism values but also to develop students' practical skills and character. Gardening tasks, such as caring for plants, planting, and watering, taught students about responsibility, hard work, and patience. Reflective discussions after the activities allowed students to relate their practical experiences to religious teachings, increasing their awareness of the application of monotheism values in everyday life.
- c. Effectiveness of the integrative method: Observations supported the success of the integrative method, which combines theory with practice. Teachers who use interactive methods in the classroom, followed by practical experiences outside the classroom, show that the Quranic Farm model effectively connects religious concepts with daily activities. This reflects that this approach not only makes learning more relevant but also helps students internalize the values of monotheism better.

The implementation of the Quranic Farm model in SMP Sekolah Quranpreneur Indonesia is an effective method in instilling the values of monotheism through the integration of theory and practice. Observations support the finding that direct experience in gardening deepens students' understanding of religious values and develops their skills and character. This approach offers a concrete example of how religious education can be connected to daily activities to achieve a more comprehensive and relevant understanding.

The implementation of monotheism education emphasizes the integration of religious values with the overall educational curriculum. Effective monotheism education involves not only teaching theory but also the application of these values in students' daily lives. According to Sari & Anwar (2019), This integration allows students not only to understand religious concepts but also to apply them in real contexts, which supports a deeper internalization of religious values. At SMP Sekolah Quranpreneur Indonesia, integrative methods that combine theory and practice, such as lectures, discussions, and case studies in class as well as gardening activities outside the classroom, reflect the application of this theory. Gardening activities as part of the Quranic Farm model allow students to apply the values of monotheism directly, creating relevance between theory and practice, and increasing students' understanding of the values of monotheism in everyday life. This is in line with the findings of Rizki (2020), which show that the application of religious values in daily practice increases the understanding and application of religious concepts.

Effective monotheism education does not only focus on cognitive aspects but also on character development and practical skills. As according to Hidayat (2021), Character education integrated with religious values can shape students' attitudes and behavior, including responsibility, discipline, and cooperation. At SMP Sekolah Quranpreneur Indonesia, gardening activities in the Quranic Farm model effectively teach practical skills such as responsibility and hard work. Gardening tasks, such as caring for plants, planting, and watering, serve to develop students' practical skills and character while internalizing the values of tawhid. Reflective discussions after the activities allow students to relate their practical experiences to religious teachings, which supports the theory that character education integrated with religious values can improve students' positive attitudes and behaviors.

Effective monotheism education must include instilling a sense of gratitude and responsibility towards Allah's creation, which is in line with the basic principles of monotheism. According to Fauzi & Setiawan (2019) that, education that instills a sense of gratitude and responsibility towards the environment can help students understand their relationship with nature and Allah's creation. The Quranic Farm model at the Indonesian Quranpreneur Middle School effectively instills a sense of gratitude and responsibility towards Allah's creation through gardening activities. Students learn about the harmonious relationship with nature and the importance of gratitude for Allah's blessings through direct experience in gardening. This reflects the application of the theory of tauhid education that integrates religious values with an understanding of responsibility towards the environment.

The implementation of the Quranic Farm model at the Indonesian Quranpreneur Middle School has shown its effectiveness in integrating theory and practice in monotheism education. This approach is in line with the theory of implementing monotheism education which emphasizes the importance of teaching religious values in an applicable and contextual manner. Through the integration of theory with practice, the development of practical skills and character, and the instillation of gratitude and responsibility towards Allah's creation, the Quranic Farm model provides a concrete example of how religious education can be connected to daily activities to achieve a deeper and more relevant understanding.

### **3.2. *Tawhid Values through Quranic Farm Learning***

In the implementation of the Quranic Farm model at the Indonesian Quranpreneur Middle School, several values of monotheism are integrated through classroom learning activities and gardening practices outside the classroom. The following are the values of monotheism that are integrated and the results of interviews with several teachers regarding their implementation:

- a. The Oneness of Allah (Tawhid al-Uluhiyyah): Teaches that Allah is the only God who has the right to be worshiped and that all His creation has a purpose planned by Him.

The integration of Tawhid al-Uluhiyyah in learning gives students an understanding that the existence and function of all creatures is part of Allah's will. This helps students develop a holistic worldview, where their every action in gardening is considered a form of worship and care for God's creation. This can strengthen their sense of responsibility and environmental awareness, creating a more harmonious relationship between humans and the environment.

Tawhid al-Uluhiyyah teaches that Allah is the only God who has the right to be worshiped and that all of His creation is part of His will. According to Laili (2017), the integration of the concept of the oneness of Allah in education helps students develop a holistic worldview in which every action is considered a form of worship and care for Allah's creation. At the Indonesian Quranpreneur School Middle School, the integration of Tawhid al-Uluhiyyah in learning and gardening strengthens students' understanding that all creation is part of Allah's will. By understanding that every action they take in gardening is a form of worship, students develop a sense of responsibility and environmental awareness.

- b. Amanah (Trust and Responsibility): Instilling the understanding that humans have a responsibility to care for and manage God's creation with full trust

The application of the value of amanah in the context of gardening emphasizes the importance of individual responsibility towards the environment. Managing plants properly involves not only proper agricultural techniques but also an awareness of responsibility as caretakers of God's creation. In this way, students learn not only practical skills but also deep moral values of responsibility and trust, which shape their character as responsible and ethical individuals.

Amanah involves human responsibility in caring for God's creation. According to Sari (2020) that education that instills trust helps students understand the importance of personal responsibility in interactions with the environment and others. The application of the value of trust in gardening activities at the Indonesian Quranpreneur Middle School teaches students about the responsibility of caring for plants as a form of trust from Allah. Students learn that managing plants well is a responsibility that reflects trust and management of Allah's creation.

- c. Gratitude (Thankfulness): Teaches us to always be grateful for God's blessings and gifts, both in material and non-material forms.

Teaching gratitude through gardening activities helps students understand the value of every blessing that God has given. When students see the results of their efforts, they not only feel satisfaction but also learn to appreciate and be grateful for God's gifts. This fosters a positive attitude and sense of contentment in them, and encourages them to be more caring and sharing with the community.

Gratitude involves feeling thankful for God's blessings. According to Yulianti (2019) shows that gratitude education not only increases students' life satisfaction but also strengthens positive attitudes and a sense of responsibility towards God's blessings. Through gardening activities, junior high school students of Sekolah Quranpreneur Indonesia learn to be grateful for the results of their efforts, understanding the value of every blessing of God. When seeing the results of the plants they care for, students not only feel satisfaction but also learn to appreciate and be grateful.

- d. Patience (Sabr): Cultivating a patient attitude in facing challenges and difficulties, and understanding that the results of efforts are part of Allah's destiny.

The application of the value of patience through gardening experiences teaches students to face challenges with a positive attitude and perseverance. Patience in gardening not only teaches them about resilience but also connects them to deeper spiritual values about destiny and effort. This builds their character to keep trying despite obstacles, and understand that the end result is part of God's plan..

Patience is an important value in tauhid education that teaches students to face challenges with a positive attitude. According to Fauziah (2021) emphasizes that patience in facing challenges strengthens students' resilience and enhances their understanding of destiny and effort. The application of the value of patience through gardening teaches students to face challenges with perseverance and understand that the results of their efforts are part of God's destiny. This builds their character to keep trying even when facing obstacles.

- e. Adil (Justice): Teaches the importance of being fair in all actions and decisions, reflecting God's justice.

Integrating the value of justice into garden management helps students understand the importance of justice in social interactions and in resource management. By practicing justice in the distribution of crops and in everyday decisions, students learn about the importance of being fair and how God's principles of justice should be applied in their lives.

Fair values in monotheism education involve the principles of justice in actions and decisions. According to Nadia (2022) highlights the importance of teaching justice in education to form students who are just in social interactions and resource management. Integrating the value of justice in garden management helps students understand the importance of justice in social interactions and resource management. Practicing justice in the distribution of crops and daily decisions reflects the principle of God's justice.

The integration of monotheistic values in the Quranic Farm model at the Indonesian Quranpreneur Middle School has a significant impact on the formation of students' character. Each monotheistic value is applied practically in the context of gardening and learning, helping students to not only understand but also experience these values directly. This approach supports the holistic development of students by connecting spiritual, moral, and practical aspects in their daily lives.

The Quranic Farm model at the Indonesian Quranpreneur Middle School integrates monotheistic values effectively through a theoretical and practical approach. By teaching monotheistic values such as the oneness of Allah, trustworthiness, gratitude, patience, and justice in the context of gardening, students not only understand but also experience these values directly. This approach supports the theory of monotheistic education, which emphasizes the importance of integrating religious values into students' daily lives.

#### 4. CONCLUSION

The study reveals that the process of instilling the values of monotheism through the Quranic Farm learning method is implemented in two key ways: through classroom instruction and hands-on learning in outdoor garden activities. In the practical component, students engage in gardening while integrating monotheistic principles, accompanied by Qur'anic recitation and *murojaah* (repetition) as part of their care for the plants. A limitation of this research is its narrow focus on SMP Sekolah Quranpreneur Indonesia, which may limit the generalizability of the findings to other schools with different backgrounds or curricula. Future research is recommended to expand the study to a variety of educational institutions, including those in different geographical locations and with different educational models (such as public, private, and religious-based schools), in order to gain a broader understanding of the Quranic Farm learning method's applicability in diverse contexts.

#### REFERENCES

- Abdullah, M. (2021). Penerapan Pembelajaran Berbasis Aktivitas Praktis untuk Meningkatkan Pemahaman Nilai-Nilai Agama: Studi pada Metode Quranic Farm. *Jurnal Pendidikan Dan Pembelajaran*, 14(3), 125–137.
- al-Ghazali, A. (2003). *Ihya' Ulum al-Din [Revival of the Religious Sciences]*. Dar al-Turath.
- Alifah, S. N., & Fajar, H. (2020). Metode Pendidikan Karakter Berbasis Nilai-Nilai Tauhid di Sekolah Menengah Atas. *Jurnal Pendidikan Karakter*, 18(3), 201–215.
- Aminah, K., & Fadli, R. (2022). Implementasi Pendidikan Agama Islam di Sekolah Menengah: Pendekatan Terpadu dalam Penanaman Nilai Tauhid. *Jurnal Pendidikan Islam*, 19(1), 88–102.
- Fauzi, A., & Setiawan, M. (2019). Rasa Syukur dan Tanggung Jawab Terhadap Lingkungan dalam Pendidikan Islam. *Jurnal Studi Islam Dan Budaya*, 1(1), 45–58.
- Fauziah, R. (2021). Kesabaran dan Pendidikan Tauhid: Membentuk Karakter Melalui Pengalaman. *Jurnal Pendidikan Islam*, 5(1), 388–402.
- Hasanah, I. (2023). Metode Holistik dalam Pendidikan Agama: Evaluasi Pembelajaran Quranic Farm di Sekolah Islam. *Jurnal Studi Islam Dan Pendidikan*, 17(1), 50–65.
- Hidayat, A. (2021). Pengembangan Karakter dan Pendidikan Tauhid di Sekolah: Pendekatan dan Implementasi. *Jurnal Pendidikan Karakter*, 5(2), 379–396.
- Hilda, L. (2015). Internalisasi nilai-nilai tauhid pada mata pelajaran sains di SDIT Bunayya Padangsidimpuan. *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, 1(2), 17–32.
- Laili, M. T. (2017). Integrasi Keesaan Allah dalam Pembelajaran Pendidikan Agama Islam di Sekolah. *Jurnal Pendidikan Agama Islam*, 6(2), 221–234.
- Nadia, S. (2022). Keadilan dalam Pendidikan: Implementasi Prinsip Adil dalam Pengelolaan Sumber Daya. *Jurnal Etika Pendidikan*, 12(3), 456–469.
- Nugroho, A., & Prabowo, H. (2022). Integrasi Pendidikan Agama Islam dan Keterampilan Praktis melalui Model Pembelajaran Quranic Farm: Studi Kasus di Sekolah Quranpreneur Indonesia.

- Jurnal Pendidikan Islam*, 15(2), 89–105.
- Nurhadi, T., & Sukirno, M. (2018). Penanaman Nilai Tauhid pada Pendidikan Islam di Sekolah Menengah Pertama: Studi Kasus di Beberapa Sekolah Islam Terpadu. *Jurnal Pendidikan Agama Islam*, 11(2), 134–150.
- Rahayu, D., & Setiawan, B. (2021). Pengaruh Kegiatan Ekstrakurikuler terhadap Internalisasi Nilai-Nilai Tauhid di Sekolah Islam. *Jurnal Pendidikan Islam Dan Masyarakat*, 14(2), 75–89.
- Risda, R., & Salamuddin, S. (2023). PENANAMAN NILAI-NILAI TAUHID MELALUI PEMBELAJARAN BAHASA ARAB. *Reflektika*, 18(1), 1–24.
- Rizki, M. A. (2020). Penerapan Nilai Agama dalam Aktivitas Sehari-Hari untuk Meningkatkan Pemahaman Agama di Sekolah. *Jurnal Pendidikan Dan Kebudayaan*, 10(3), 498–510.
- Sari, N. H. (2020). Amanah dalam Pendidikan Karakter: Implementasi dalam Konteks Pendidikan Agama. *Jurnal Pendidikan Karakter*, 5(2), 345–359.
- Sari, R. D., & Anwar, A. (2019). Pengaruh Pembelajaran Berbasis Proyek terhadap Penerapan Nilai-Nilai Tauhid di Sekolah Dasar. *Jurnal Pendidikan Dan Kewirausahaan*, 16(1), 22–37.
- Yulianti, D. (2019). Rasa Syukur dalam Pendidikan: Meningkatkan Kepuasan dan Rasa Tanggung Jawab Siswa. *Jurnal Psikologi Pendidikan*, 8(1), 236–249.
- Yusuf, M., & Rahman, S. (2020). Efektivitas Metode Pembelajaran Berbasis Kegiatan dalam Meningkatkan Motivasi dan Pemahaman Siswa: Analisis pada Model Pembelajaran Quranic Farm. *Jurnal Penelitian Pendidikan*, 12(4), 221–234.