

Implementation of Islamic Education Curriculum in Instilling Tauhid Education at MIS Al-Washliyah Siamporik North Labuhanbatu

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Abstract

This study aims to identify the methods, materials, and strategies applied in MIS Al-Washliyah in delivering monotheism education to students. The research method used is qualitative with a descriptive approach, where data is obtained through interviews with teachers, principals, and direct observations in the field. The results of the study indicate that the Islamic education curriculum at MIS Al-Washliyah has integrated monotheism education into various subjects, both explicitly and implicitly. In addition, the learning activities carried out also include an experience-based approach and exemplary behavior from educators. The implementation of monotheism education is expected to shape the character of students who have noble morals, are devout in worship, and have a strong understanding of Islamic values.

Keywords: Curriculum Implementation; Islamic Education; Monotheism Education; MIS Al-Washliyah; Character Building.

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi metode, materi, dan strategi yang diterapkan di MIS Al-Washliyah dalam menyampaikan pendidikan tauhid kepada siswa. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan deskriptif, dimana data diperoleh melalui wawancara dengan guru, kepala sekolah, serta observasi langsung di lapangan. Hasil penelitian menunjukkan bahwa kurikulum pendidikan Islam di MIS Al-Washliyah telah mengintegrasikan pendidikan tauhid dalam berbagai mata pelajaran, baik secara eksplisit maupun implisit. Selain itu,

kegiatan pembelajaran yang dilakukan juga mencakup pendekatan berbasis pengalaman dan keteladanan dari para pendidik. Implementasi pendidikan tauhid diharapkan dapat membentuk karakter siswa yang berakhlak mulia, taat beribadah, serta memiliki pemahaman yang kuat tentang nilai-nilai Islam.

Kata Kunci: Implementasi Kurikulum; Pendidikan Islam; Pendidikan Tauhid; MIS Al-Washliyah; Pembentukan Karakter.

A. Introduction

In the modern era marked by the development of science and technology, the challenges to the existence of spiritual values and faith are increasingly complex, especially among the younger generation. This makes monotheism education as the main foundation in the Islamic education system have a high urgency. This study is here to examine how the Islamic education curriculum is implemented in an effort to instill monotheism values at MIS Al-Washliyah Siamporik, North Labuhanbatu. Through a qualitative approach with a case study method, this study describes in depth the process of planning, implementing, and evaluating learning that is integrated with monotheism values, as well as how madrasahs shape students' spiritual character through formal and non-formal activities. The results of this study

provide an overview that monotheism education can not only be taught cognitively, but also internalized through exemplary behavior, habituation, and strengthening a religious environment. This finding emphasizes the importance of curriculum management that is not only oriented towards academic achievement, but also the formation of strong faith in students.

Islamic education has a very important role in shaping the character and morality of the younger generation, especially in instilling the teachings of Tauhid as the basis for understanding religion. Tauhid, which means the oneness of Allah, is the core of Islamic teachings that must be understood and accepted by every Muslim from an early age. Therefore, education based on the teachings of Tauhid is very necessary in order to form individuals who are not

only academically intelligent, but also have strong morals and spirituality.

Curriculum is the heart of the learning process (Aziz, 2017). Independent curriculum is a new approach in the education system in Indonesia which aims to provide more freedom to teachers and students in the learning process. (Mursal Aziz, Desy R Wati, 2024). The Merdeka Belajar Curriculum that was launched aims to provide freedom and flexibility to students and teachers in the learning process in educational institutions. (Aziz, Napitupula, et al., 2024). A professional teacher can make learning materials more interesting because learning materials should be considered interesting. (Mursal Aziz, Desy R Wati, 2024).

Tawhid is the core and main foundation of Islamic teachings. Tawhid is very important because it is the basis of a Muslim's faith, forming a worldview and way of looking at life, influencing aspects of worship and muamalah, determining the safety of the world and the hereafter. (Feriawan et al., 2024). A strong and solid concept of the belief in monotheism must be instilled in children. (Yusrina, 2021).

Tauhid is the basis for faith, sharia and morals (Marsudi & Mutsana, 2016). Islam places great emphasis on the importance of early monotheism education, with the instillation of these values starting from birth. (Pasaribu et al., 2024).

Tawhid is the main doctrine in the Islamic religion which contains the teaching of the unity of Allah. All sources of life lead to the teachings of monotheism (Sales et al., 2024).

One of the educational institutions that has a big responsibility in organizing Tauhid education is the Islamic-based Madrasah Ibtidaiyah (MI). In Indonesia, many MIs have tried to integrate Tauhid values into their curriculum, one of which is MI Al-Washliyah Siamporik in North Labuhanbatu. Through a curriculum based on Islamic values, MI Al-Washliyah Siamporik strives to instill the teachings of Tauhid in the daily lives of students, so that they can grow into a generation that has a strong understanding of religion and noble morals.

Although many previous studies have discussed the implementation of Islamic education curriculum, most of

them still focus on the cognitive aspects of learning or curriculum implementation in general without specifically examining the dimension of instilling the values of monotheism as the core of Islamic faith. These studies tend not to fully describe how monotheism education is integrated into daily learning practices, both in terms of teacher strategies, school environment, and student responses. In addition, the local context such as that found in MIS Al-Washliyah Siamporik, North Labuhanbatu, still rarely receives attention in academic studies, even though the social and cultural realities in the area also influence the implementation of Islamic education. Therefore, this study fills this gap by providing a contextual and in-depth understanding of how monotheism education is carried out in real terms through the implementation of the Islamic education curriculum at the elementary madrasah level.

This article aims to analyze and describe the implementation of the Islamic education curriculum in instilling Tauhid education at MI Al-Washliyah Siamporik Labuhanbatu Utara. This discussion will cover various aspects,

such as curriculum components, teaching methods used, and the impacts of the implementation of the curriculum on the spiritual development and character of students. Thus, this article is expected to provide a clear picture of the role of Islamic education in shaping the character of the young generation who adhere to the teachings of Tauhid.

B. Methods

This study uses a descriptive qualitative approach. The qualitative approach was chosen because it aims to describe and analyze the implementation of the Islamic Education curriculum in instilling tauhid education at MIS Al-Washliyah Siamporik Labuhanbatu Utara. This study focuses more on an in-depth understanding of the process, strategy, and Material and Methods of implementing tauhid education at the madrasah.

To ensure the validity of the data, researchers use triangulation techniques, namely comparing data obtained from various sources (teachers, students, principals, and documents) and various data collection techniques (interviews, observations, and documentation). In

addition, researchers will also re-examine the data that has been collected through discussions with related parties to ensure the accuracy of the information obtained.

By using this qualitative research method, it is hoped that the research results can provide a clear and in-depth picture of the implementation of the Islamic Education curriculum in instilling monotheism education at MIS Al-Washliyah Siamporik, as well as the challenges and solutions faced in the process.

C. Results and Discussion

1. Implementation of Islamic Education Curriculum at MIS Al-Washliyah Siamporik

The Islamic Education curriculum implemented at MIS Al-Washliyah Siamporik follows the guidelines set by the Department of Islamic Education. This curriculum covers various aspects of Islamic teachings, including tauhid education that focuses on understanding the oneness of God, belief in the pillars of faith, and the application of tauhid values in everyday life.



Figure 1. Congregational Duha Prayer Activities

The objectives of the MIS Al-Wahliyah Siamporik curriculum are:

- Getting children used to dressing neatly, greeting teachers when they come and go;
- Getting children used to saying thayyibah sentences and reciting prayers together before and after school activities;
- Forming a Muslim personality that believes in and is devoted to Allah SWT.;
- Forming noble morals in personal life, family, school environment, and society;
- Improving skills and strengthening noble moral values;

- f. The realization of Islamic values in the personality of students obtained from Muslim educators through a process that focuses on achieving results that have an Islamic personality.

Based on the results of the interview with the head of MIS Al-Washliyah Siamporik, the following information was obtained:

"The implementation of the Islamic education curriculum in instilling monotheism education in our madrasah includes getting children used to dressing neatly, greeting teachers when they arrive and go home, getting children used to saying thayyibah sentences and reciting prayers together before and after learning activities at school, forming a Muslim personality who believes and is devoted to Allah SWT, forming noble morals in personal life, family, school environment and society, improving skills and strengthening noble moral values, the embodiment of Islamic values in the personality of students obtained from Muslim educators through a process that focuses on achieving results that have an Islamic personality."

In its implementation, tauhid education is taught as an integral part of the Islamic Religious Education (PAI) subject. Each class has sufficient time allocation to teach tauhid material, which is then complemented with worship practices and activities that strengthen

students' understanding of the concept of tauhid. In addition, the principal stated that tauhid education not only teaches theoretically, but is also practiced in everyday life in the school environment, such as in congregational prayer activities, reading prayers, and practicing Islamic morals.

2. Teaching Materials and Methods of Tauhid Education

This monotheism education is taught from an early age. MIS MIS Al-Washliyah Siamporik Labuhanbatu Utara has completed the Islamic education curriculum since grade I, which is when children start entering MIS Al-Washliyah Siamporik Labuhanbatu Utara. This is proven by the subject matter of the MIS Al-Washliyah Siamporik Labuhanbatu Utara curriculum.

The list of subjects taught at MIS Al-Washliyah Siamporik Labuhanbatu Utara is:

Table 1. Supporting Subjects for Tauhid Education

No.	Subjects	Timetable
1.	Aqidah Akhlak	Jum'at
2.	Al Qur'an Hadist	Selasa

3.	Fiqih	Senin
4.	Bahasa Arab	Jum'at

The learning materials taught to instill monotheism at MIS Al-Washliyah Siamporik Labuhanbatu Utara are:

- Introduction to Allah SWT., by explaining that all living things are creations of Allah SWT.;
- Introduction to the religion that is believed;
- Symbols of Islam, such as Islamic pictures and songs
- Being grateful for all the gifts of Allah SWT.;
- Believing that everything in this world happens because of Allah SWT.

The teaching methods used to instill tauhid education at MIS Al-Washliyah Siamporik vary, depending on the class and level of student understanding. Islamic Education teachers apply an active and interactive approach in the learning process.



Figure 2. Learning Activities for Reading the Qur'an and Iqra' in Class

The learning methods and strategies taught to instill monotheism at MIS Al-Washliyah Siamporik include the following methods:

- Scheduling activities;
- Method of memorizing Asmaul Husana;
- Reading the stories of the apostles;
- Introducing worship, for example performing Dhuha prayer in congregation;
- Conducting contemplation of nature, by carrying out activities at school through the introduction of Allah's creation;
- Answering children's questions well;
- Teaching the three categories of monotheism;
- Making notes of students' learning progress through

comprehensive and scaled assessments during the learning process;

- i. Increasing student motivation, learning supervision that refers to learning actions that provide freedom of opinion according to the characteristics of students.

In an interview conducted with teachers of MIS Al-Washliyah Siamporik Labuhanbatu Utara regarding the learning approach instilled through the instillation of monotheism, the following information was obtained: "the strategies used by teachers through the learning process by instilling the values of monotheism include contemplating nature, memorizing the Asmaul Husana, mentioning tayyibah sentences and getting used to praying before and after doing activities."



Figure 3. Joint Prayer Activities in the Open Air Around the Madrasah

These strategies play a very important role in instilling the values of monotheism to students at MIS Al-Washliyah Siamporik Labuhanbatu Utara. By using a holistic approach, such as contemplating nature, memorizing Asmaul Husna, quoting tayyibah sentences, and getting used to praying, students are not only taught the theory of monotheism, but are also taught practical ways to practice the teachings of monotheism in everyday life. All of this aims to make monotheism education an inseparable part of the lives of students, which will shape their character into individuals who are more faithful, pious, and have noble morals.

Instilling the values of monotheism in students is an important aspect in learning Islamic Education. At MIS Al-Washliyah Siamporik, teachers use various effective strategies to teach and reinforce the concept of monotheism in students' lives.

In teaching monotheism education, the materials and methods used are very important to ensure that students can understand the basic concepts of monotheism well and implement them in everyday life.

3. The Urgency of Tauhid Education in the Islamic Education Curriculum

Tawhid education in the context of Islamic education is not only limited to theoretical knowledge, but also functions as a guideline for life that is applied in every aspect of life. In the Islamic education curriculum at MIS Al-Washliyah Siamporik, tauhid education is expected to introduce students to the basic concept of the oneness of Allah, the importance of worshipping only Allah, and recognizing the attributes of Allah Almighty.

It is hoped that monotheistic education will be able to become a role model in building strong faith and piety, therefore education is directed at guiding and developing the potential that students naturally possess. (Naili Velayati, Muhammad Najib, 2023).

Tawhid has a very big role in shaping the character and morals of students. Through a good understanding of Tawhid, students are taught not only to know Allah, but also to always maintain a good relationship with Allah and with fellow human beings. So that this Tawhid education functions as a

basis for forming Islamic morals and behavior in children, and becomes a guide in facing the challenges of life.

The rapid development of education must of course be balanced by instilling character values in children from an early age. (Nikmah, 2023). Likewise with monotheism education which is taught in a designed curriculum content.

The success of curriculum development is highly dependent on the role of teachers. (Aziz, Sholeh, et al., 2024). Prioritizing direct interaction between teachers and students is also important. (Aziz et al., 2025). Teachers are also required to have educational knowledge that takes into account the child's personality. (Aziz, Napitupula, et al., 2024). With professional teachers, the curriculum objectives can be maximized well. Because in reality the curriculum is designed as well as possible for the progress of students, such as the goals of the independent curriculum that is implemented. The goal of the independent learning curriculum is indeed designed so that students have many alternative competencies and relevant skills,

developed in the future. (Muslimin, 2023).

Tawhid education is very important in the curriculum. Among the results of research that has been conducted, the content or load of Tawhid education for class I at SDIT Ar-Risalah Kartasura is included in the subject of Aqidah Akhlak. The material is presented in the book Aqidah Akhlak which consists of the Pillars of Faith, Pillars of Islam, Asma'ul Husna and Syahadat (Marsudi & Mutsana, 2016).

Learning and extracurricular activities also greatly influence. In another study, it was stated that Dhuha Prayer helps to form religious character from an early age, instilling spiritual and moral values in the daily lives of children. (Harahap & Manopo, 2024). Extracurricular activities provide students with opportunities to learn and develop outside the classroom. (Aziz, Namira, et al., 2024).

The urgency of tauhid education in the Islamic education curriculum at the Madrasah Ibtidaiyah (MI) level is very important because at this age children are in a very crucial phase of mental and spiritual development. Here

are some reasons why tauhid education is very necessary at the MI level:

a. Strong Foundation of Faith from an Early Age

The main teachings of Islam include: creed, shari'ah and morals (Werina, Weni, Kasim Yahiji & Wantu, 2024). Tawhid education in Madrasah Ibtidaiyah helps to form the correct foundation of faith from an early age. At this age, children begin to form a basic understanding of God and religion. Introducing the concept of tauhid that teaches about the oneness of Allah will guide them to have a strong belief in Allah as the Almighty God.

b. Development of Islamic Character

Tawhid education is the basis for character formation (Shafwan & Abdullah, 2024). Tawhid is not only a teaching about the oneness of Allah, but also related to practice in daily life. By teaching tawhid, children learn to live according to Islamic values such as honesty, simplicity, mutual respect, and a sense of responsibility towards themselves, others, and the environment. Tawhid education at MI instills an Islamic character that will be

carried into adulthood.

c. Increasing Obedience and Piety

Children who understand the concept of monotheism from an early age will more easily understand the importance of obedience to Allah. They learn that every action they take must be based on the intention to gain Allah's pleasure. This can increase the sense of responsibility and spiritual awareness in living everyday life, such as in worship, social relationships, and learning.

d. Cultivating a sense of love and fear of Allah

Monotheism education at the MI level functions to foster a sense of love for Allah and a healthy fear of Him. By knowing Allah as the Almighty God, children will feel Allah's presence in every aspect of their lives and understand that Allah is the only source of life and organization of the universe. This will encourage them to always try to do good and stay away from actions that Allah has forbidden.

e. Prevent Deviation from Belief

Madrasah Ibtidaiyah is a very important place in providing a correct

understanding of religion. Tawhid education at this level helps prevent children from being influenced by teachings or understandings that can damage their faith. By providing the right knowledge about Tawhid, they can avoid ideologies that contradict the pure teachings of Islam.

f. Forming an Attitude of Tolerance and Social Harmony

Tawhid education teaches that all humans are God's creations, and we as Muslims are taught to respect and live side by side with fellow human beings. This is important to form an attitude of tolerance, mutual respect, and maintaining social harmony in society, despite differences in religion or background.

g. Preparing a Generation that is Balanced in the World and the Hereafter

Tawhid teaches that this life is a test from Allah and that this world is a transit place before heading to eternal life in the hereafter. With tawhid education, children will have a balanced understanding of the world and the

hereafter, so that they can realize a harmonious life, success in the world, and safety in the hereafter.

h. Increasing Gratitude and Gratitude

Tawhid education teaches children to always be grateful for all the blessings given by Allah. They learn that every gift they receive, whether it is health, sustenance, or happiness, is a gift from Allah that should be appreciated and used as best as possible.

4. Strategy for Implementing the Islamic Education Curriculum to Instill Tawhid

a. Integration of Tawhid in Every Subject

This monotheism-based curriculum is applied in every subject including extracurricular and intramural subjects. (Umam, 2017). The Islamic education curriculum in MI must integrate monotheism education not only in Islamic religious subjects but also in other subjects. For example, in natural science (IPA) lessons, teachers can explain that all natural phenomena, such as the process of rain formation or

sunrise, are evidence of the greatness and power of Allah. This will teach students to see every natural occurrence as a sign of the oneness of Allah, so that they learn to see the world through the lens of monotheism.

b. Fun and Interactive Learning Methods

The lesson of monotheism must be instilled in students through friendly and compassionate methods so that students are happy to receive it (Ramdhan, 2019). Given the relatively young age of students at MI, fun and interactive learning methods are very important in instilling the concept of monotheism. The use of visual media, such as pictures, videos, or inspiring stories about the prophet and his companions, can make it easier for students to understand the concept of monotheism in an interesting way. Q&A activities, group discussions, and educational games can also be applied to strengthen the understanding of monotheism.

c. Cultivating Understanding
through Example

Teachers have a big role in instilling monotheism education through example. Teachers' attitudes and behaviors that reflect Islamic morals, such as patience, honesty, and steadfastness of faith, will be more easily understood and imitated by students. Therefore, teachers must be good role models in implementing the values of monotheism in everyday life.

d. The Importance of Strengthening
through Worship

In addition to theoretical learning about monotheism, the application of monotheism must also be done through the habit of worship. Inviting students to pray diligently, read the Qur'an, and pray every day is an effective way to strengthen the practice of monotheism in their lives. Worship that is carried out with a correct understanding of monotheism will make students closer to Allah and foster a sense of responsibility to Him.

e. Application of Tauhid Education
in Social Life

Tawheed education is a guidance process to develop and strengthen humans in knowing the oneness of Allah (Qoriah et al., 2018). Tawhid education is not only important for students' personal spiritual lives, but also for their social lives. The concept of tawhid teaches that every action taken in this world must be based on fear and love for Allah. Therefore, tawhid education must also emphasize the importance of doing good to others, respecting parents, teachers, and friends, and maintaining harmony in society.

D. Conclusion

MIS Al-Washliyah Siamporik Labuhanbatu Utara has attempted to implement an Islamic education curriculum that emphasizes the importance of monotheism education. Monotheism education, which is the basis of Islamic teachings, is absorbed comprehensively in various aspects of learning in schools, both in Islamic religious subjects and in daily life. Some of the strategies implemented include the integration of monotheism in every subject, the use of interesting and interactive learning methods, and the

provision of examples from teachers that reflect Islamic morals. In addition, the habituation of worship such as prayer, prayer, and reading the Qur'an are also important parts of learning to strengthen students' understanding of monotheism.

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