

## **Adapting Islamic Education in Madrasah Ibtidaiyah: Ideal Conditions in the New Normal Era**

Syaiful Anam <sup>1</sup>, Akhmad Nurul Kawakip <sup>2</sup>, Siti Alfiyana Rahmatillah <sup>3</sup>, Amrin Mustofa <sup>4</sup>

<sup>1</sup> STIT Madani, Yogyakarta, Indonesia; anams9763@gmail.com

<sup>2</sup> Universitas Islam Negeri Malang, Indonesia; akhmad.nurul@pai.uin-malang.ac.id

<sup>3</sup> Universitas Islam Negeri Malang, Indonesia; tillaalfiana12@gmail.com

<sup>4</sup> STIT Madani, Yogyakarta, Indonesia; amrinmustofa@stitmadani.ac.id

---

### **ARTICLE INFO**

#### *Keywords:*

Islamic educational philosophy;  
Idealism;  
madrasah ibtidaiyah

---

#### *Article history:*

Received 2023-12-31

Revised 2024-01-10

Accepted 2024-06-23

---

### **ABSTRACT**

The COVID-19 pandemic has significantly impacted Indonesian education, prompting adaptations in teaching methods. Madrasah Ibtidaiyah institutions, in particular, shifted to online learning, facing challenges like a decline in student morals and character. This study evaluates the ideal conditions for education at the Madrasah Ibtidaiyah level in the new normal era, focusing on idealistic educational philosophy. A literature study approach was employed, analyzing data from books, academic journals, and relevant literature on idealistic educational philosophy. The aim was to explore how this philosophy can address pandemic-induced challenges and support education development in the new normal. Findings indicate that idealistic educational philosophy can effectively address post-pandemic educational challenges. This philosophy emphasizes guiding students to develop their thoughts and personalities in harmony with their intrinsic nature and societal values. Education should nurture each student's personality according to their talents, interests, and age-appropriate skills. Effective and efficient teaching methods are crucial for achieving these goals, focusing on holistic student development. The study highlights the importance of aligning educational philosophy with students' natural development. In Madrasah Ibtidaiyah, the idealistic approach enhances the moral and character development of students, adversely affected during the pandemic. By fostering individualized learning and personal growth, educational institutions can better navigate new normal challenges. Implementing idealistic educational philosophy in Madrasah Ibtidaiyah institutions can play a pivotal role in overcoming educational challenges exacerbated by the Covid-19 pandemic, ensuring well-rounded education that prepares students for their societal roles.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



### **Corresponding Author:**

Akhmad Nurul Kawakip

Universitas Islam Negeri Malang, Indonesia; akhmad.nurul@pai.uin-malang.ac.id

---

## 1. INTRODUCTION

The COVID-19 pandemic has necessitated significant changes to ensure the continuity of the educational process. As the number of COVID-19 cases continued to rise, the Indonesian government enacted Policy Number 4 of 2020, outlining educational policies during the emergency period of the pandemic. This policy mandated remote learning, both online and offline, to minimize virus spread. Consequently, a circular was issued to facilitate the implementation of distance learning, ensuring that educational institutions, particularly elementary schools, adapted to online and offline learning models (Muskania & Zulela MS, 2021; Firman & Rahayu, 2020).

The government introduced numerous measures to curb the virus spread, including restrictions on outdoor activities and large-scale social restrictions (PSBB) (Nafrin & Hudaidah, 2021). These policies aimed to maintain educational activities while prioritizing public health. However, the rapid transition to remote learning presented challenges such as reduced student engagement, inequities in access to technology, and a decline in student morals and character development. Addressing these challenges requires innovative strategies and educational philosophies that support holistic student development in the new normal.

This research is crucial as there is a lack of in-depth studies on the implementation of idealistic educational philosophy in educational institutions. Existing research includes studies on elementary school religious character education from the perspective of idealism (Purwati & Fauziati, 2022), the implementation of the 2013 curriculum with its focus on idealism and the challenges of building quality education (Suastika, 2022), the philosophical foundation of idealism and the independent learning curriculum (Muslim, 2023), and religious education from the idealism perspective (Dewantara, 2022). However, these studies do not thoroughly explore the application of idealistic philosophy in elementary education. They highlight connections between idealistic philosophy and educational practices, focusing primarily on religious character education and specific curriculum implementations. This research aims to fill this gap by providing a comprehensive analysis of how idealistic educational philosophy can be applied in elementary school settings, addressing both theoretical and practical aspects.

The aim of this research is to discover three things: first, the main ideas of idealistic educational philosophy, Second, the implications of idealism in the field of education. Third, how to implement the idealistic educational philosophy at the madrasah ibtidaiyah level. It is hoped that a comprehensive and in-depth explanation can provide a practical contribution as a form of novelty in the implementation of education with an idealistic educational philosophy and theoretically can present a new discourse on educational paradigms that suit the needs of students. In line with the above objectives, there are 3 research questions: the first is how the principles of educational idealism in the post-covid pandemic are viewed from educational philosophical thought, the second is how to understand idealism in the world of education, and the third is how to implement it.

This research is grounded in the belief that idealistic educational philosophy significantly contributes to educational progress at the elementary school level. Three main arguments support this paper. Firstly, the educational philosophy of idealism has effectively addressed existing problems in the education sector. Secondly, idealistic educational philosophy can adapt to the needs of both students and educators in Madrasah Ibtidaiyah institutions. Lastly, by fostering an environment that promotes holistic development, this philosophy ensures that education is aligned with the intrinsic nature and societal values of students, thus preparing them for their roles in society.

## 2. METHODS

This research employs a qualitative approach with a literature study methodology, focusing on books and journals as primary sources. Researchers collected diverse library data from relevant articles and various research outputs, including theses, to build a comprehensive theoretical foundation. The goal of this method is to uncover and synthesize theories from previous research and expert opinions. By leveraging online resources and databases, researchers accessed a wealth of data and information

pertinent to the study's focus: describing the implementation of Idealist educational philosophy at the Madrasah Ibtidaiyah level.

In library research, the researcher serves as the primary instrument, fulfilling multiple roles such as planner, data collector, analyst, interpreter, and reporter. This multifaceted role is particularly complex in qualitative research, where the researcher must navigate and synthesize vast amounts of information. Data collection techniques included gathering relevant library materials from both physical and online sources, ensuring the inclusion of representative and authoritative references, such as books and e-books.

The data analysis technique employed follows an interactive model developed by Miles, Huberman, and Saldana (2014), which involves a systematic process of raw data collection, data reduction, data display, and verification/conclusion. Initially, data is collected and then reduced by selecting, simplifying, and transforming raw information from various sources into a focused narrative relevant to the research objectives. This reduction process continues throughout the research until the final report is prepared. Subsequently, the data is organized and displayed, facilitating the drawing of conclusions.

The data utilized in this research is secondary, derived from journals, scientific articles, textbooks, and literature reviews that explore the concepts under investigation. This method allows for a thorough examination of existing theories and practices, providing a robust foundation for understanding the application of Idealist educational philosophy in Madrasah Ibtidaiyah institutions.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Findings

##### 3.1 The concept of idealism in education

According to George Knight, in idealism, reality comprises both the world perceived by human senses and the world understood through intellectual insight. The primary focus is on the world of ideas, as material objects cannot exist without being conceptualized first. For instance, to create a chair, one must first have the concept of a chair in mind before constructing a tangible chair (Fauzan et al., 2022). Ontology, which develops critical thinking methods (Unwakoly, 2022), underpins this philosophy. From an ontological perspective, the philosophy of idealistic education posits that reality and truth are fundamentally ideas or spiritual entities. Consequently, educators should recognize students as spiritual beings with ontological and idealistic lives (Fauzan et al., 2022).

In practical terms, this philosophy suggests that education should focus on cultivating students' moral and intellectual development, guiding them toward becoming individuals with strong moral character. The aim is to direct students towards goodness, emphasizing their spiritual and ethical growth (Praja, 2020). This approach helps students develop critical thinking and understand deeper truths about themselves and the world, fostering a holistic development that aligns with their intrinsic nature and societal values. Thus, idealistic educational philosophy not only addresses the cognitive aspects of learning but also nurtures the moral and spiritual dimensions of students' lives.

Epistemology is a branch of philosophy that discusses the origins, structure, methods and validation of knowledge (Unwakoly, 2022). The idealist school believes that existing knowledge is obtained by remembering. (Pardomuan Nauli Josip Mario Sinambela et al., 2022). Philosophers who adhere to idealism believe in intuition, revelation, and reason which are used to achieve and develop knowledge. The epistemological aspect of idealism is that knowledge is essentially ideal and spiritual in nature and can direct human life towards a more noble life. Knowledge is not limited to physical things, but is spiritual. (H. Akhmad Fauzan et al., 2022). The branch of idealism philosophy in the study of epistemology, explains that knowledge that has been processed by the five senses turns out to be uncertain and even incomplete because the world is just a mere imitation which is virtual and deviates from reality. So true knowledge is obtained through intuition and recall through a directed thought process. Truth can be obtained by humans who have a brilliant, clear, pure mind, and even then, most humans only reach the level of having an opinion or comment.

Axiology is a study that discusses the ultimate, realistic nature and meaning of the values of knowledge (Unwakoly, 2022). In discussing idealism, axiological studies explain the nature of values. In this study, ethics is related to discussions about the nature of the good and bad of humans themselves and the aesthetics that exist in art and beauty. Ethics and aesthetics, for example, are between teachers and students. Ethics in schools are like the rules and regulations in schools and must be obeyed by all school members. Meanwhile, aesthetics is exemplified by humans, who can express something in their minds that can satisfy them. (Pardomuan Nauli Josip Mario Sinambela et al., 2022). The axiological aspect of education places values that are fixed and idealistic (H. Akhmad Fauzan et al., 2022).

### **3.2 Implications of idealism patterns in Madrasah Ibtidaiyah education**

Education needs better changes or reforms to continue to adapt to the dynamic needs of the times. So it is based on philosophical thinking which stimulates critical thinking to produce changes in a thought. The philosophy of idealism has implications for education, so it is necessary to discuss the whole aspect of education. The discussion of the philosophy of idealism leads us to a discussion between philosophy and education. Educational philosophy is the soul, spirit, and personality in the national education system.

#### **3.2.1 Educational goals**

The madrasah ibtidaiyah institution has a vision and mission to continue producing graduates who are ready to live life and can support the work that will be achieved for the success of students. So it is hoped that school institutions or madrasah ibtidaiyah can direct students who have character and are able to overcome all obstacles in the world of education. Of course, this can be achieved if the goals of education are in line with changing times and the needs of the times.

Education conducted in educational institutions shares the common goal of educating students. According to Law Number 2 of 1989, the aim of national education is to cultivate a well-rounded Indonesian populace that is both intellectually and morally developed. This entails fostering individuals who believe in and are devoted to the One God, possess noble character, and are equipped with knowledge and skills. Additionally, national education strives to ensure the physical and spiritual health of students, develop strong and independent personalities, and instill a sense of responsibility toward society and the nation (Saragih, et al., 2021). Ultimately, these objectives are designed to create a holistic educational framework that prepares students to contribute meaningfully to the betterment of the nation and the global community.

Learning objectives rooted in idealism can be categorized into three primary aspects. First, the objectives for individuals aim to enable students to achieve a rich and meaningful life, becoming harmonious and well-rounded individuals. This involves not only living happily but also adapting to and thriving amid the evolving demands of the modern world, thereby leading a more fulfilling life within society.

Second, the societal goals focus on fostering fraternal relationships among people, promoting understanding, empathy, and cooperation within communities. This aspect emphasizes the importance of social cohesion and the development of strong, supportive networks that enhance collective well-being.

Third, there is a synthesis of the individual and societal goals, which aspires to cultivate a deeper relationship with God. This holistic approach seeks to integrate personal development and social harmony with spiritual growth, encouraging individuals to live in accordance with higher ethical and moral principles.

Overall, these learning objectives aim to develop individuals who are not only capable and content in their personal lives but also contribute positively to society and maintain a profound spiritual connection. This comprehensive educational philosophy underscores the importance of balancing personal growth, social responsibility, and spiritual enrichment (Juanda, 2016).

### 3.2.2 Educational curriculum

The curriculum used in the idealistic education process focuses on objective curriculum content adapted to the academic curriculum concept. The curriculum can shape students to develop a comprehensive and systematic view of life that stems from a philosophical perspective. It is designed to teach and provide learning in a structured manner, making it easier for teachers to prepare and deliver lessons effectively (Juanda, 2016).

In idealism, the curriculum encompasses both liberal and vocational education. Liberal education aims to cultivate rational and moral abilities in students, fostering critical thinking, ethical reasoning, and a deep understanding of universal truths. This approach nurtures students' intellectual and ethical development, preparing them to be thoughtful and morally grounded individuals. Vocational education, on the other hand, focuses on developing practical life skills that are essential for personal and professional success. It equips students with the abilities needed to navigate and excel in real-world scenarios, thereby supporting their overall life and career readiness (Mubin, n.d.).

Furthermore, the idealistic curriculum encourages a lifelong love of learning and personal growth. It emphasizes the development of students' intrinsic potential and their capacity to contribute positively to society. By integrating philosophical insights with practical applications, the curriculum ensures that education is holistic, addressing both intellectual and practical aspects of students' lives. This balanced approach helps in producing well-rounded individuals who are capable of thinking deeply and acting effectively in various contexts.

### 3.2.3 Learning Process

The learning process in schools and classrooms is the responsibility of a teacher. To effectively carry out the learning process, teachers or educators must use various teaching models or methods to convey the material effectively to students. The school of idealism often employs the dialectical method. According to Plato, ideas can be developed by achieving synthesis and universal concepts, whereas the dialectical method integrates various learning processes into a cohesive and meaningful experience.

The dialectical method involves structured dialogue and debate, encouraging students to engage deeply with the material and with each other. This method not only helps in developing critical thinking skills but also allows students to explore different perspectives and form a more comprehensive understanding of the subject matter. During the learning process, educators must select appropriate methods that inspire students to delve deeper into the material. Techniques such as Socratic questioning, guided discussions, and collaborative projects can foster an environment of active learning and intellectual curiosity.

Furthermore, creating reciprocity between educators and students is crucial for effective learning. This involves interactive teaching where students are encouraged to ask questions, express their thoughts, and participate in discussions, leading to a more dynamic and engaging classroom environment (Nurfaizah & Oktavia, 2020). In the context of idealism, learning methods should be designed to develop students' minds holistically. This includes employing dialectical methods, dialogue, discussion, and other interactive approaches that stimulate intellectual growth and moral development. By integrating these methods, educators can create a learning environment that not only imparts knowledge but also fosters the overall development of students' cognitive and ethical capabilities.

### 3.2.4 The Role of Teachers (Educators) and Students

Educators are examples of figures who are role models for students, so it is hoped that an educator can provide a good example that can have a good impact on students. Meanwhile, students have personalities who always want to try and imitate what they see because they really like to imitate what the teacher does. So, students and educators must be mutually sustainable to guide each other toward good things (Bahri, 2019). The school of idealism has high hopes for an educator, because an educator is tasked with guiding his students to become individuals with noble character and able to support everyday life. So, an educator must have various abilities to support his success in educating (Kurdi,

2018). In the school of idealism, students have a position as individuals who are free to develop their personality and basic abilities in accordance with the talents, interests and skills of each child according to their age (Mas'amah et al., 2022).

An educator within the idealist school holds multiple significant roles that shape and influence the learning environment and the development of students. According to Mubin (n.d.), these roles are varied and critical to fostering an effective educational experience. They are not merely transmitters of knowledge but are also architects of the learning atmosphere, modeling behaviors and attitudes that students strive to emulate. By setting high standards and demonstrating a commitment to personal and academic excellence, educators inspire students to reach their full potential. Furthermore, these educators create a nurturing environment that promotes intellectual curiosity and encourages students to engage deeply with the material. They understand the importance of addressing the emotional and social aspects of student development, ensuring that each learner feels valued and supported. By fostering a sense of community within the classroom, educators help students develop interpersonal skills and a sense of responsibility towards others.

In addition, educators within the idealist school actively engage in continuous professional development to stay abreast of new teaching methodologies and subject matter advancements. This commitment to lifelong learning not only enhances their own expertise but also models the importance of ongoing education to their students. Ultimately, the multifaceted roles of these educators contribute to a dynamic and enriching educational experience that prepares students to navigate and contribute to an ever-changing world.

First and foremost, educators are seen as the personification of the reality of the students. They embody the aspirations and potential of their students, serving as living examples of what students can achieve. In addition to this, educators act as specialists in the knowledge domain of their students, guiding them through complex subject matter with expertise and clarity.

Moreover, educators must be adept actors who master teaching techniques well. This proficiency enables them to deliver lessons in engaging and effective ways, ensuring that students grasp and retain the material. They also play the role of being the best person in the eyes of their students, garnering respect and admiration through their conduct and character.

Furthermore, educators are friends with their students, offering support and companionship without compromising integrity or professionalism. They also play a critical role in generating enthusiasm for learning, and inspiring students to pursue knowledge passionately and persistently.

Additionally, educators are likened to "idol artists" for their students, representing figures of inspiration and aspiration. They also serve as figures in worship, embodying moral and ethical values that students can look up to and emulate. As communicators, educators facilitate open and effective dialogue with students, ensuring clear understanding and mutual respect.

Importantly, educators are lifelong learners themselves, continuously seeking to expand their knowledge and improve their teaching practices. They find joy in their students' successes, sharing in the pride and satisfaction of their achievements. Lastly, educators must be moderate in developing democratic thinking, fostering an environment where diverse perspectives are valued and critical thinking is encouraged.

In conclusion, the multifaceted roles of educators in the idealist school underscore their pivotal influence in shaping not only the academic but also the personal and ethical development of their students. Their dedication to these roles ensures that students receive a holistic and inspiring education.

## **Discussion**

From 2019 to 2022, Indonesia faced significant challenges in educational institutions due to the Covid-19 virus outbreak (Firman & Rahayu, 2020). The pandemic disrupted traditional learning processes, forcing a rapid transition to online and hybrid learning models. After being affected, educational institutions are required to rise again by adapting to the needs of the times and the ever-growing technological sophistication. The challenge faced during the pandemic is not just logistical but

also an ideological battle, as educators strive to maintain educational standards and moral integrity amid unprecedented changes.

This situation aligns with the study of the philosophy of idealism in Madrasah Ibtidaiyah institutions, which emphasizes the adaptability of educational philosophies to meet current needs (Wijaya, 2021). Idealistic philosophy advocates for an education system that evolves with societal changes while maintaining its core principles of fostering intellectual and moral development. By integrating modern technology with idealistic educational practices, Madrasah Ibtidaiyah can effectively address the dual challenges of technological advancement and maintaining educational quality.

Moreover, this approach underscores the importance of equipping students with critical thinking and problem-solving skills, enabling them to navigate and thrive in a rapidly changing world. As educational institutions adapt, the philosophy of idealism provides a robust framework for developing a curriculum that balances technological proficiency with moral and intellectual growth. This ensures that students are prepared not only for academic success but also for their roles as thoughtful and ethical members of society.

The ideal condition for education in the post-COVID-19 pandemic period is deeply rooted in the philosophy of education, which serves as the guiding spirit of educational practices. There are four main components essential to this framework: educational objectives, curriculum, learning process, and the role of the teacher. These components are interrelated and collectively contribute to the holistic development of students. The implications of educational idealism in this context include several key aspects. Firstly, the primary goals of education should focus on character formation, the development of basic talents, and the promotion of social good. Education should aim to nurture well-rounded individuals who possess moral integrity and the ability to contribute positively to society. Secondly, the curriculum should balance liberal education with vocational or practical training. This approach ensures that students receive a comprehensive education that fosters intellectual growth while also equipping them with practical skills necessary for their personal and professional lives. Thirdly, effective teaching methods are essential to generating skills and building good character in students. These methods should encourage critical thinking, creativity, and ethical reasoning. Techniques such as experiential learning, project-based activities, and collaborative learning can help in achieving these goals. Lastly, educators play a crucial role in the classroom, responsible for imparting knowledge and guiding students. Teachers should facilitate a learning environment where students feel free to express their thoughts and explore their interests. This autonomy helps students to develop their innate skills and passions. Thus, the idealistic educational philosophy is essential for evolving an education system that meets contemporary needs while maintaining a belief in a higher purpose. It recognizes that the ideas humans develop are ultimately derived from a divine source, encouraging students to appreciate the spiritual dimensions of their learning journey. This philosophy helps in creating an education system that not only adapts to the advancements of the times but also upholds the timeless values of moral and spiritual development.

Educational idealism is really needed for the development of madrasah ibtidaiyah to survive in an era that continues to develop and is a solution to make madrasah ibtidaiyah educational institutions able to continue to develop in the 21st century (Anda Juanda, 2016). Based on Plato's opinion, the father of the idealistic philosophy explains the theory of two worlds, namely: first, the world which discusses everything that includes physical objects presented by the five senses, the nature of this world is not constant and continues to change, and nothing is perfect. Second, the world of ideas which is permanent, eternal, and the place of perfection (Yanuarti, n.d.). By discussing the idealistic educational philosophy at Madrasah Ibtidaiyah, it is hoped that the educational process will produce graduates who can compete with the ever-growing world of education.

#### 4. CONCLUSION

Madrasah Ibtidaiyah educational institutions, as Islamic institutions, play a crucial role in addressing the ideological decline observed during the pandemic by continuously developing and disseminating scientific and religious knowledge essential for human life in an evolving era. This research emphasizes the importance of educational idealism in supporting these institutions' sustainability amid ongoing reforms. The findings highlight the significance of idealistic educational philosophy in guiding institutions to address ethical issues exacerbated by the pandemic, by fostering students' intellectual and moral development. The aim of education in the idealist tradition is to nurture students' thoughts and personalities in alignment with their intrinsic goals, societal needs, and spiritual connections. Students educated under this philosophy are encouraged to develop their personalities and basic skills according to their age-appropriate talents, interests, and capabilities. The study suggests that employing diverse and effective teaching methods can enhance this development.

However, the research has limitations, including a focus on theoretical aspects without extensive empirical validation across diverse educational settings. Future research should investigate the practical application of idealistic philosophy in various Madrasah Ibtidaiyah institutions, examining its impact on students' moral and intellectual growth through longitudinal studies. Additionally, exploring the integration of modern educational technologies within the idealistic framework could provide further insights into adapting traditional philosophies to contemporary educational challenges.

#### REFERENCES

- Bahri, S. (2019). Pendidikan Madrasah Berbasis 4.0 dalam Bingkai Manajemen Mutu. *Edugama: Jurnal Kependidikan dan Sosial Keagamaan*, 5(1), 115–154 <https://doi.org/10.32923/edugama.v5i1.962>
- Departemen Agama. (1991). *Himpunan Peraturan Perundang-undangan Tentang Sistem Pendidikan Nasional*. Ditjenbinbaga Islam.
- Dewantara, A. W. (2022). Pendidikan Agama Dalam Perspektif Filsafat Idealisme. *Jpak: Jurnal Pendidikan Agama Katolik*, 22(1), 20–27. <https://doi.org/10.34150/jpak.v22i1.373>
- Firman, F., & Rahayu, S. (2020). Pembelajaran Online di Tengah Pandemi Covid-19. *Indonesian Journal of Educational Science (IJES)*, 2(2), 81–89. <https://doi.org/10.31605/ijes.v2i2.659>
- Fauzan, H. Akhmad, Isnandar, & Muhammad Afianto. (2022). *Gugusan Aksara Edukasi (Kajian Pemikiran, Evaluasi dan Teknologi Pendidikan)*. Pekalongan : PT Nasya Expanding Management.
- Hisarma Saragih, Stimmson Hutagalung, Arin Tentrem Mawati, Dina Chamidah Muh. Fihris Khalik, Sahri, Paulina Wula Bonaraja Purba, Sri Rezeki Fransiska Purba, Iskandar Kato. (2021). *Filsafat Pendidikan*. Yayasan Kita Menulis.
- Juanda, Anda. (2016). *Aliran-Aliran Filsafat Landasan Kurikulum dan Pembelajaran (dari Yunani Kuno hingga Postmodern)*. CV Confident.
- Mas'amah, S., Nurjaman, U., & Fatkhulloh, F. K. (2022). Visi Pendidikan Berbasis Agama, Filsafat, Psikologi, Dan Sosiologi. *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan*, 16(3), 922. <https://doi.org/10.35931/aq.v16i3.969>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis*. SAGE Publications. Retrieved from <https://books.google.co.id/books?id=3CNrUbTu6CsC>
- Mubin, A. (n.d.). *REFLEKSI PENDIDIKAN FILSAFAT IDEALISME*.
- Muslim, A. (2023). Landasan Filsafat Idealisme dan Implementasi Kurikulum Merdeka Belajar. *JETISH: Journal of Education Technology Information Social Sciences and Health*, 1(1), 34–40.
- Pardomuan Nauli Josip Mario Sinambela, Desy Liliani Husain, & Fitria Meisarah. (2022). *Teori Belajar dan Aliran-Aliran Pendidikan*. PT Sada Kurnia Pustaka.
- Unwakoly, S. (2022). Berpikir Kritis dalam Filsafat Ilmu: Kajian dalam Ontologi, Epistemologi, dan



Aksiologi. 5(2).

Wijaya, H. (2021). Problematika Pembelajaran Saat Pandemi Covid-19 Di Madrasah Ibtidaiyah Nurul Ulum Mertak Tombok. 5(1).

Yanuarti, E. (n.d.). Pendidikan Islam Dalam Perspektif Filsafat Idealisme.