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ORIGINAL RESEARCH ARTICLE

The Importance of Love-Based Education (An Analysis of The Love Based Curriculum Guidelines in Madrasahs)

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ABSTRACT

Love based education is an educational paradigm that emphasizes compassion, empathy, and harmony in social life, with sincerity throughout the entire learning process. This concept emerged as a response to the reality of educational outcomes in the modern era, which prioritize cognitive factors over affective and spiritual ones. This study employs a literature review method focused on exploring theories and concepts found in various sources related to the concept of love based education from an Islamic educational perspective, as well as its urgency in the development and implementation of madrasah curricula. The objective of this study is to analyze the application of love based learning in love based curriculum guidelines for madrasahs and its implications for the character development of students. This serves as an appropriate strategy for integrating the values of love implemented within the madrasah, family and community environments. This study employed a descriptive qualitative method using document analysis techniques to examine curriculum guidelines and other scholarly works related to the research topic. The results indicate that values of love such as compassion, respect for diversity, empathy and social concern are strongly aligned with the principles of Islamic education. Love based education can create a harmonious learning environment, foster intrinsic motivation, and strengthen the relationship between teachers and students. The integration of values of love into a love based curriculum in madrasahs is essential for realizing a holistic, humanistic and character building education.

Keywords: Love Based Curriculum; Curriculum Guide, Madrasahs



ABSTRAK

Pendidikan Islam kontemporer di madrasah menghadapi berbagai tantangan global yang semakin kompleks, seperti globalisasi budaya, perkembangan teknologi digital, krisis nilai kemanusiaan, serta perubahan karakter peserta didik. Tantangan tersebut menuntut adanya pendekatan kurikulum yang tidak hanya berorientasi pada aspek kognitif dan normatif ajaran Islam, tetapi juga menekankan penguatan karakter dan nilai-nilai kemanusiaan. Artikel ini bertujuan untuk menganalisis tantangan global pendidikan Islam kontemporer serta implementasi kurikulum berbasis cinta di madrasah sebagai alternatif pendekatan pembelajaran yang humanis dan transformatif. Penelitian ini menggunakan pendekatan kualitatif melalui studi kepustakaan dengan menganalisis berbagai literatur ilmiah, konsep pendidikan Islam, dan kebijakan kurikulum. Hasil kajian menunjukkan bahwa kurikulum berbasis cinta relevan dalam menjawab tantangan global pendidikan Islam dengan menanamkan nilai kasih sayang, empati, toleransi, moderasi beragama, dan kepedulian sosial dalam proses pembelajaran. Implementasi kurikulum berbasis cinta di madrasah diharapkan mampu membentuk peserta didik yang beriman, berakhlak mulia, serta memiliki kesadaran sosial dan spiritual yang seimbang. Dengan demikian, kurikulum berbasis cinta menjadi strategi penting dalam memperkuat peran madrasah sebagai lembaga pendidikan Islam yang adaptif terhadap perkembangan global tanpa kehilangan identitas keislamannya.

Keywords: Kurikulum berbasi Cinta; Curriculum Guide, Madrasahs

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1. INTRODUCTION

The Golden Indonesia vision is a special milestone for the Republic of Indonesia, representing an effort to build a nation that is advanced in various aspects. By 2045, Indonesia aims to have a strong economy, equitable welfare, social justice and a globally competitive workforce. Key objectives include improving the quality of life for the people, mastering technology and ensuring environmental sustainability (Directorate of Madrasah Curriculum and Student Affairs, 2025). Among the government's efforts to realize the Golden Indonesia vision is through the education system implemented in Indonesia.

Through transformative education aimed at remaining relevant and adaptive in anticipation of technological advancements specifically by encouraging students to develop critical thinking, creativity and flexibility in facing challenges (Suyanto and Asep Jihad, 2025). Indirectly, students are prepared to develop the competencies needed for the future so they can serve their homeland. Education is a humanistic process of learning that not only develops cognitive aspects but also nurtures the character and spirituality inherent in students.

It is not solely focused on cognitive development but also on shaping students' character, personality, and spirituality. In the context of Islamic education, the essence of education is inseparable from the values of compassion (rahmah), as emphasized in the Qur'an that the Prophet Muhammad was sent as a mercy to all the worlds (QS. Al-Anbiya: 107). However, the reality of modern education often lacks this spirit of love and tends to get bogged down in formalities,

curriculum targets, and academic achievement alone, without paying attention to students' affective dimensions (Afryansyah & Sirozi, 2024).

In this era of technological and scientific advancement, many students still neglect science. They view science merely as a subject in madrasah, not as a means of understanding life and the universe. This lack of interest in science often stems from a rigid teaching approach that lacks relevance to real life. As a result, many students merely memorize theories without grasping the deeper meaning behind them (Directorate of Madrasah Curriculum and Student Affairs, 2025).

This situation, coupled with the rising phenomenon of school violence, moral degradation, and teacher-student relationships devoid of empathy, serves as an indicator of a crisis of love in the world of education. Under these circumstances, the concept of Love Based Education has emerged as a new paradigm that emphasizes the values of compassion, empathy, respect for humanity, and respect for diversity (Laili, 2024). Love based education aims to foster a warm learning environment, build healthy emotional relationships, and encourage students to love God, their fellow human beings, and the universe (Shulhan, 2023).

As Islamic educational institutions, madrasahs play a strategic role in instilling these values of love, as their curriculum emphasizes not only academic aspects but also religious and moral values. Therefore, the development of a Love Based Curriculum (KBC) in madrasahs is urgently needed to address the challenge of the erosion of human values in the modern era. Through a love-oriented curriculum guide, teachers are expected to instill the values of compassion, justice, equality, and social responsibility in the learning process (Nada & Listiana, 2025).

The Love-Based Curriculum is designed as a long-term strategy to shape students who are not only academically excellent but also possess empathy, tolerance and a strong sense of national identity. Amid the challenges of globalization and the digital age which facilitate access to various extremist ideologies this effort has become increasingly relevant. By instilling values of love from an early age, students are expected to grow into individuals capable of living peacefully side by side in a multicultural and multireligious society (Khairani, Vira, et al., 2025).

In accordance with the Decision of the Director General of Islamic Education No. 6077 of 2025 regarding the Love Based Curriculum Guidelines, aimed at supporting the transformation of madrasah education to be more inclusive, transformative and rooted in values of compassion. These guidelines aim to strengthen the learning process that fosters humanistic, nationalistic, naturalistic and tolerant character traits, as well as to establish the value of love as the primary foundation for shaping students' personalities (Decision of the Director General of Islamic Education, 2025).

Furthermore, love based education aligns with the direction of the Merdeka Curriculum, which emphasizes meaningful, learner centered learning and the strengthening of the Pancasila learner profile characterized by a spirit of cooperation and noble moral character. The integration of the values of love and the spirit of independent learning can serve as a new foundation for building a humanistic, religious and transformative paradigm for madrasah education (Afryansyah & Sirozi, 2024).

A Love Based Curriculum has the potential not only to address humanitarian issues at the local level but also to contribute to solving global challenges. Through an approach that integrates the values of love and tolerance into learning, this curriculum offers solutions to various social conflicts, discrimination, and injustices occurring across the globe. Thus, the Love Based Curriculum serves as a strategic step toward creating a more peaceful, harmonious and civilized world all within a unified framework centered on mutual love for one another.

KBC's vision for Golden Indonesia 2045 is to cultivate a generation that is not only intellectually intelligent but also rich in empathy, compassion and an awareness of universal interconnectedness. KBC envisions a society that upholds harmony and balance, where every individual understands that personal well being is closely tied to the well being of fellow human beings and the universe. This represents a paradigm shift from individualistic competition toward collaboration grounded in love (Directorate of Madrasah Curriculum and Student Affairs, 2025).

Thus, the urgency of love based education in madrasahs lies in its effort to restore the meaning of education as a process of humanizing human beings. This study will analyze the love-based curriculum guidelines in madrasahs as a model for implementing education that fosters compassion, peace and social harmony within the framework of Islam as a mercy to all creation (rahmatan lil 'alamin).

2. RESEARCH METHODS

This study employs a literature review methodology, which involves examining and analyzing various sources of literature relevant to the research topic, such as books, scientific journals, research reports, and official documents (Sugiyono, 2019). The study focuses on exploring theories and concepts found in various literature sources related to the concept of love-based education from an Islamic educational perspective, as well as its urgency in the development and implementation of the madrasah curriculum. All data obtained were sourced from primary and secondary literature relevant to the research title, namely The Urgency of Love-Based Education (An Analysis of Love Based Curriculum Guidelines in Madrasahs).

3. RESULTS AND FINDINGS

3.1 Implementation of the Values of Love in the Madrasah Curriculum Guidelines

Based on an analysis of the Love Based Curriculum (KBC) guidelines at several madrasah aliyah and madrasah ibtidaiah, it was found that the values of love have been conceptually integrated into the schools' educational vision, mission and objectives. These values include love for Allah and His Messenger, love for fellow human beings, love for knowledge, and love for the environment. These values are actualized through learning activities and madrasah culture, such as the practice of greeting one another, community service activities, religious literacy, and reflection on the value of compassion in subject areas (Afriansyah & Sirozi, 2024).

In the curriculum document, the love-based approach is articulated through three main domains, namely:

- a. The affective domain, which involves fostering empathy, love, and appreciation for diversity;
- b. The cognitive domain, which involves understanding the meaning of love from Islamic and humanitarian perspectives;
- c. The psychomotor domain, which involves practicing loving behavior in daily life (Shulhan, 2023).

However, observational findings indicate that the implementation of the value of love has not yet been fully structured within the learning process. Many teachers understand the importance of the value of love but lack concrete guidelines for integrating it into Lesson Plans (RPP) and attitude assessments (Nada & Listiana, 2025).

A curriculum centered on love also has the potential to create a more inclusive learning environment. In traditional Islamic education, there is often a tendency to overlook the diversity of students' backgrounds. However, with an approach focused on love and compassion, teachers will be more attuned to the differences among students. They will strive to understand and respect each individual, regardless of their social, economic, or cultural background. For example, in a classroom composed of students from diverse backgrounds, a teacher can organize activities that encourage collaboration and mutual respect, such as group projects that require students to work together and share their perspectives. This not only enriches the learning experience but also helps foster a sense of community and unity among students. The implications of this "curriculum of love" can be seen in the development of students' social character. In Islamic education, character development is one of the primary goals. By applying the "love-based" approach, students are taught to develop empathy, tolerance, and respect for others. For example, through social activities involving interaction with the community, students can learn about the importance of helping those in need. Activities like these not only teach Islamic values but also foster social awareness among students, enabling them to grow into caring and responsible individuals.

Thus, the "curriculum of love" serves not only as a teaching method but also as an educational philosophy that touches various aspects of students' lives. Through this approach, Islamic education can be transformed to become more relevant and meaningful in a contemporary context. This aligns with the increasingly complex and diverse needs of today's society. An education rooted in love and compassion will produce a generation that is not only intellectually intelligent but also rich in moral and ethical values.

3.2 The Role of Teachers as Agents of the Curriculum of Love

Teachers are the key to the success of love based education. Interviews with madrasah teachers revealed that while most teachers have a positive understanding of the concept of a love based curriculum, they face challenges in translating these values into pedagogical strategies. This is consistent with the fact that teachers often instill the value of love only verbally, rather than through well planned instructional design.

The value of love in this curriculum is highly relevant to the fundamental principles of religious moderation previously formulated by the Ministry of Religious Affairs, namely *tawassuth* (moderation), *tawazun* (balance), *tasamuh* (tolerance), *musawah* (equality), *i'tidal* (justice) and *islah* (peace). The “Curriculum of Love” serves as a vehicle for integrating these principles into the world of education, particularly in the teaching of Islam, Pancasila and even in science and social studies. Through this curriculum, students are guided not only to understand religious concepts cognitively but also to experience and internalize them in their social lives.

For example, in an Arabic language class at a certain madrasah aliyah, the teacher attempted to link the topic of *mahabah* (love) to students’ daily lives. However, this teaching strategy lacks clear assessment indicators, so the value of love remains merely a “moral slogan” and has not yet become a core competency in the curriculum (Laili, 2024). Other challenges that teachers may face include:

- a. A lack of training on the Love Based Curriculum
- b. A lack of guidelines for affective assessment
- c. A heavy administrative burden.

Therefore, professional development for teachers is necessary so that they can translate the values of love into measurable and sustainable learning action plans (Nada & Listiana, 2025).

4. RESULTS AND DISCUSSIONS

4.1. The Urgency of a Love Based Curriculum for Madrasah Education

Research findings reinforce the view that love based education is an urgent need within the madrasah education system. This paradigm is believed to foster a humanistic, inclusive learning environment focused on cultivating noble character. In the context of Islamic education, love serves as the foundation of ethics and spirituality that guides students to know their Creator while also respecting their fellow human beings (Afriansyah & Sirozi, 2024).

The Love-Based Curriculum (LBC) is not merely a philosophical concept but also a transformative educational framework aimed at bringing about tangible change, particularly within the madrasah environment. The success of LBC implementation can be measured through three key indicators that reflect essential dimensions rooted in compassion and care. These indicators reflect the vision of an ideal madrasah: a safe environment, students who develop holistically, and a commitment to environmental sustainability (Directorate of Madrasah Curriculum and Student Affairs, 2025).

A love based curriculum also has a positive impact on the school climate. Madrasahs that apply principles of love such as mutual respect, showing care, and prioritizing empathy have seen a decrease in aggressive behavior and an increase in students’ enthusiasm for learning (Shulhan, 2023). This demonstrates that love is not merely an abstract value but serves concrete pedagogical and social functions.

Furthermore, a love-based curriculum aligns with the vision of the Merdeka Curriculum, which emphasizes meaningful, student centered learning. The integration of these two approaches enables madrasahs to build a balanced educational ecosystem that nurtures students' intellectual, spiritual, and emotional development. Thus, the urgency of implementing a Love-Based Curriculum in madrasahs lies not only in moral aspects but also in the transformation of the educational paradigm toward the humanization and spiritualization of learning (Laili, 2024; Nada & Listiana, 2025).

4.1. Principles and Methods for Implementing a Love Based Curriculum

A Love Based Curriculum, which aims to foster individuals who are humanistic, nationalistic, nature loving, tolerant and always prioritize love, requires a strong foundation of principles and values in its development process.

a. Principles of the Love Based Curriculum

- 1) Value-based education: emphasizing the understanding, internalization and embodiment of values in daily life.
- 2) Character development: focusing on developing students' character by strengthening traits such as empathy, tolerance and respect.
- 3) Exemplary Leadership: fostering leaders who can serve as real life role models for implementing the values of love in daily life.
- 4) A Holistic Approach: taking into account all aspects of student development physical, cognitive, emotional, social and spiritual.
- 5) Community involvement: involving parents and the community as key actors in bringing the value of love to life within families and the community.

b. The Love Based Curriculum Method

There are several methods used in a love-based curriculum to ensure it is implemented as intended. The methods used in the love-based curriculum are as follows:

- 1) Experience based learning: prioritizing practical, experience based learning. Activities such as social projects, community service and collaborative experiences will strengthen students' understanding of love in action.
- 2) Deep learning: a mindful process of internalizing values, emphasizing meaningfulness and joy.
- 3) Creative and innovative learning: employing creative and innovative thinking methods in problem solving, such as design for change or design thinking.
- 4) Open dialogue and communication: the practice of compassionate communication, which prioritizes connection over correction. This fosters safe spaces where everyone has the freedom to express their opinions based on mutual trust and understanding.
- 5) Process based evaluation: using evaluation methods that focus not only on academic outcomes but also on character development and the application of values of love in daily life (Directorate of Madrasah KSKK, 2025).

4.2. Strategies for the Sustainable Implementation of the Cinta Curriculum in Madrasahs

The curriculum is an integral part of the educational ecosystem and plays a vital role as a guide and tool for achieving learning objectives. The curriculum must be designed and tailored to the needs of students so that their potential can be maximized and their holistic development including academic aspects, life skills and character development can be supported. A good curriculum must also reflect the nation's philosophy of life and prepare students to become creative, innovative, and faith-filled citizens (Suyanto and Asep Jihad, 2025).

To ensure that the "Curriculum of Love" does not remain merely a symbolic concept but is truly brought to life in educational practice, a systematic, holistic and sustainable implementation strategy is required. The following are several key strategies that can be implemented by various stakeholders, ranging from teachers and school principals to policymakers and the community:

a. Strengthening Teacher Competencies through Continuous Training

Teachers are at the forefront of the successful implementation of the Love Curriculum. Therefore, it is important to conduct training that focuses on pedagogy based on the value of love, empathetic communication, and humanistic teaching methods. Unfortunately, however, research by Fitri Hidayah (2022) indicates that many teachers have never received specialized training on education for moderation and love. Consequently, contextual and practical continuing education programs must be regularly organized by the ministry and teacher education institutions. Additionally, Teacher Education Institutions (LPTK) need to incorporate the principles of the Love Curriculum into their curricula so that prospective teachers are trained from the very beginning of their education. In this way, teachers will not only convey religious teachings in a textual manner but will also be able to build deep emotional connections with students, create a safe space, and foster tolerant dialogue.

b. Building an Inclusive and Compassion Based School Culture

The second strategy is to create a school culture that reflects the values of love, not only through ceremonial activities but also in daily practices. For example, by fostering the habit of friendly greetings, resolving conflicts through peaceful dialogue, and establishing a reward system for empathetic behavior. Schools can organize activities such as week of love for others, cross class social projects, or day of self reflection and appreciation of friends, which aim to accustom students to expressing love in concrete ways. (Nia Kurniawati, 2023). Such a culture will gradually foster a warm, tolerant educational environment free from both symbolic and verbal violence.

c. Integrating the Value of Love into School Policies and Curricula

In addition to teaching practices, the value of love must also be integrated into internal school policies. As the policy-maker, the principal must promote the School Work Plan (RKS), the school's vision and mission, and school rules and regulations that prioritize humanistic values and inclusion. (Ministry of Education, Culture, Research and Technology, 2022). The internal curriculum also needs to be adapted so that every subject whether religion, science, or language can incorporate elements of love, empathy and cooperation. This step not only strengthens the implementation of the Love Based Curriculum but also expands its reach throughout the entire

formal education process. Furthermore, the assessment system can be directed toward students' affective and social aspects, for example, through evaluation rubrics for tolerant and collaborative behavior.

d. Synergy Among Schools, Parents and the Surrounding Community

Love based education cannot succeed if it is implemented solely within the classroom. Active involvement from parents and the surrounding community is essential. Schools need to establish communication and collaboration with students' families to ensure that the values of love are also practiced at home. Local communities, religious leaders, and social organizations can also be invited to collaborate on activities that foster solidarity across different groups. For example, interfaith community service projects, visits between places of worship, or joint environmental campaigns. This approach is known as the whole school and community approach, in which the entire educational ecosystem works together to shape a generation that loves peace (Arif Rakhman, 2023).

e. Utilization of Digital Media and Creative Content

In the digital age, strategies for instilling the value of love must also adapt to the media preferred by the younger generation. Teachers and schools need to produce and distribute positive content, such as animated videos, podcasts or infographics about tolerance, interfaith friendship and stories of inspirational figures who spread love and compassion. (Mohamad Syukri, 2023) School social media accounts can also be utilized as platforms to promote values of moderation and love for peace, rather than merely conveying administrative information. These efforts will help students be exposed to positive narratives amid a digital media landscape that is often rife with hate speech and religious polarization.

It is hoped that these strategies will bring the Curriculum of Love to life across all aspects of education. This effort certainly requires long-term commitment and cross-sectoral collaboration. However, if implemented consistently and contextually, the "Curriculum of Love" has great potential to shape a generation that is religious, tolerant, and compassionate.

5. CONCLUSION AND SUGGESTIONS

Research findings indicate that love based education is of the utmost importance in the madrasah education system as an effort to develop well rounded individuals who are faithful, possess good character and show empathy toward others. Values of love including mahabbah, rahmah, compassion, empathy and respect for diversity have long served as the philosophical and theological foundation of Islamic education; however, their implementation within the madrasah curriculum still requires strengthening and systematic guidance.

The Love Based Curriculum has proven capable of revitalizing the affective dimension of education, which has long been neglected. Through this approach, the learning process focuses not only on cognitive mastery but also on character development and the fostering of harmonious emotional relationships among teachers, students, and the madrasah community. The implementation of the Love Based Curriculum helps create a learning environment that is loving, peaceful and respectful of differences, thereby strengthening the madrasah's mission as an educational institution that instills the Islamic value of rahmatan lil 'alamin.

The Love Based Curriculum is a new approach offered by the Ministry of Religious Affairs to instill the values of compassion, empathy and humanity as the foundation of moderate religious education. In the context of rising intolerance and radicalism among students, the Love Based Curriculum serves as a crucial strategy for shaping students who are not only ritually religious but also peace loving and respectful of diversity. A review of the literature indicates that the application of the value of love can serve as an effective bulwark against extremist ideologies, particularly when consistently implemented in the learning process and school culture.

The nationwide development of the Love Based Curriculum encompasses all educational institutions namely, RA, MI, MTs, MA and MAK and is grounded in the foundational principles of curriculum development: philosophical, sociological and psychopedagogical foundations. These foundations of curriculum development are of utmost importance and constitute a strong basis, grounded in in depth thought and research, to serve as a foundation for developing the Love Based Curriculum.

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