

Innovation in Learning Economic Law of Sharia through the Independent Community Service Approach at SD IT Muslimat 1 Tarakan, North Kalimantan

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| INDEXING | ABSTRACT |
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| Keywords: Keyword 1; Innovation Keyword 2; Learning Keyword 3; Sharia Keyword 4; Economic Law Keyword 5; Approach | Learning Islamic economic law in elementary schools requires innovative steps to bridge students' understanding of abstract concepts derived from religious values and economic principles. The purpose of this article is to explain the method of learning innovation in Islamic economic law through the independent KKM approach at SD IT Muslimat 1 Tarakan, along with the impact of the activities and the obstacles encountered. The benefit of this article is as an academic paper that serves as a guideline in learning innovation in Islamic economic law. This research activity uses a direct class teaching method that allows direct interaction between facilitators, teachers, and students in an active and participatory classroom atmosphere. The results of the study indicate that the learning innovation in Islamic economic law through the independent KKM approach at SD IT Muslimat 1 Tarakan is able to have an impact on students to practice forming Islamic character, independence, skills, learning motivation, financial literacy, and encourage continuous innovation in learning Islamic economic law. However, a concrete solution is needed, namely the formation of a curriculum for learning Islamic economic law so that learning innovation can be sustainable. |

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INTRODUCTION

Innovation in learning is a creative step to improve the quality of the education process through the application of more relevant approaches, technologies, and methods (Mea, 2024). For example, the utilization of digital media, project-based learning, and collaborative strategies that encourage active student engagement (Said, 2023). The main goal of this innovation is to create a flexible, inclusive, and enjoyable learning environment, while also developing 21st-century skills such as critical thinking, effective communication, and digital literacy (Utami et al, 2025). With an innovative approach, the learning process becomes more meaningful and contextually appropriate, thoroughly addressing contemporary challenges. Teachers also play the role of driving ongoing transformation.

The rapid development of the times demands innovative and responsive learning to changes. The digital era, globalization, and social complexity require students to have adaptive skills, critical thinking, and technological literacy, as studied by Pare and Sihotang (2023). Conventional learning is no longer sufficient to meet these challenges. A new approach that is creative, contextual, and collaborative is needed so that the learning process becomes relevant and meaningful (Zubaidah, 2016). Learning innovations allow teachers and students to interact dynamically, utilize technology, and

build a deep understanding. Education should be capable of producing a generation that is ready to face future challenges intelligently and competitively.

Learning innovation plays an urgent role in preparing future generations to face increasingly complex global challenges. Technological changes, social dynamics, and the demands of the workforce require learners to possess 21st-century skills such as critical thinking, creativity, collaboration, and digital literacy. Stagnant and conventional learning is no longer sufficient to shape characters and competencies relevant to the times. Through innovation, the learning process becomes more adaptive, interactive, and contextual. The use of digital technology, project-based approaches, and collaborative methods allows students to learn actively, independently, and meaningfully. Innovation also creates space for personalized learning, enabling each individual to develop according to their potential and learning style. Investing in learning innovation is a long-term investment for the nation's future. Future generations need visionary, relevant, and transformative education to be able to respond to the challenges of the times with smart and sustainable solutions (Rassyi and Mauludin, 2024).

Less innovative learning can negatively impact students, such as decreased motivation to learn, lack of active engagement, and limited development of 21st-century skills. Monotonous methods make students quickly bored and struggle to understand the material deeply. Without creative and contextual approaches, learning becomes irrelevant to the needs of the times, making students less prepared to face real-world challenges (Arifin and Mu'id, 2024). Additionally, the minimal use of technology and collaboration can hinder critical thinking, communication, and adaptation skills. As a result, students risk becoming passive, less confident, and not developing optimally.

In addition to impacting student motivation and engagement, less innovative learning can also hinder their character development and potential. Students tend to become passive recipients of information without opportunities to explore, create, or think independently. When learning methods are not relevant to the real world, students struggle to connect the material with their daily lives. This can lower their self-confidence and problem-solving abilities (Ningsih, 2025). A lack of innovation also makes learning non-inclusive, so students with different learning styles do not receive optimal support. As a result, gaps in academic and social achievement can widen.

When learning does not adopt innovative approaches, students also lose the opportunity to develop creative thinking and adaptive skills (Wismanto and Ulumuddin, 2024). A static learning environment tends to suppress idea exploration and personal initiative, causing students to be less trained in facing dynamic situations. This affects their readiness to enter the workforce or actively participate in society. Without innovation, learning becomes less relevant to technological developments and global needs. As a result, students are not only academically lagging behind, but also socially and emotionally. Underdeveloped learning risks creating a passive and less competitive generation.

When innovation is absent in learning, students are also at risk of losing interest in the learning process itself. They may feel that the material presented is not relevant to their real life or future. This can lead to apathy, low participation, and a lack of responsibility towards learning. Without a creative and contextual approach, students' potential is not maximally explored. They tend to follow memorization patterns rather than deeply understanding concepts (Damayanti et al, 2025). As a result, analytical thinking, problem-solving, and decision-making skills become weak. Non-innovative learning can hinder the growth of lifelong learners.

Learning about Islamic economic law in elementary schools requires innovative steps to bridge students' understanding of theoretical concepts that are rooted in religious values and economic principles. This innovation can be realized through thematic approaches, the use of interactive media, and experiential learning methods that are appropriate for the child's cognitive development stage. For example, teachers can integrate simple buying and selling simulations, role-playing games, or illustrated stories that depict muamalah practices in accordance with Islamic law. This way, students not only understand the theory but are also able to connect the values of justice, honesty, and responsibility in their daily lives.

Innovative steps also include the use of digital technology such as animation videos, educational applications, and online learning platforms that present Islamic economic law materials in an engaging and easily accessible manner. Collaboration between teachers, parents, and local communities such as pesantren or sharia cooperatives can enrich students' learning experiences through visits, hands-on practices, or value-based social projects rooted in Islamic values. With a creative and contextual approach, learning about sharia economic law becomes not only a part of the curriculum but also a means of character building and financial literacy based on ethics, as discussed in the studies by Ronaldo and Maulini (2025). This innovation is essential to instill early awareness of the importance of fair, halal transactions that benefit society. Through enjoyable and meaningful learning, the younger generation will be more prepared to understand and apply the principles of sharia economics in their future lives.

The purpose of writing this article is to explain the method of Innovation in Learning Islamic Economic Law through the Independent KKM approach at SD IT Muslimat 1 Tarakan, along with the impacts of the activities and the obstacles encountered. The benefit of this article is to serve as an academic manuscript that acts as a guideline in the activities of innovation in learning Islamic economic law.

RESEARCH METHOD

This research and community service activity was conducted at SD IT Muslimat 1 Tarakan, North Kalimantan, on August 25, 2025, using the direct class teaching method which allows for direct interaction between facilitators, teachers, and students in an active and participatory classroom atmosphere. This method was chosen to provide a real and in-depth learning experience, where students can directly observe, discuss, and ask questions about the topic of sharia economic law presented by the resource person. The teacher also accompanied the learning process, ensuring that the Independent KKM approach was applied optimally. During the activities, the students showed a high enthusiasm in understanding the concept of Islamic muamalah through simulations, case studies, and value reflections. This activity also served as a means to enhance the teachers' capacity in designing innovative learning based on shari'ah values, while strengthening the synergy between the education world and community service based on Islamic knowledge and spirituality.

The direct class teaching approach is a face-to-face learning method that places the teacher or facilitator at the center of material delivery directly in the classroom (Mardiana et al, 2021). In the implementation of the innovation of Shari'ah Economic Law learning at SD IT Muslimat 1 Tarakan, this method supports the occurrence of intensive interactions among the resource persons, educators, and learners. The main advantage of this approach is the clear delivery structure, easy control over the learning process, and the ability to simplify abstract concepts into more concrete ones. Through this method, students receive direct explanations, can ask questions, and receive instant

feedback. Students also have the opportunity to observe their peers' responses, adjust their approach, and reinforce the Sharia values they wish to instill. This method is very suitable for thematic learning that requires systematic elaboration and active dialogue, making it easier for students to absorb and internalize the principles of Islamic economics in a comprehensive and meaningful way.

RESULT AND DISCUSSION

Activity Planning

The planning of the innovative learning activities for Islamic Economic Law through the Independent KKM approach at SD IT Muslimat 1 Tarakan aims to enhance students' understanding of the principles of Islamic muamalah in a contextual and applicable manner. This activity is designed by integrating Sharia values into thematic learning, project-based, and oriented towards achieving minimal competencies independently. The initial step begins with identifying relevant basic competencies, such as honesty in transactions, responsibility in money management, and an understanding of the halal-haram concept in the economy. The teacher then prepares learning modules that include active learning scenarios, such as buying and selling simulations, role-playing games, and simple case studies that are appropriate for the school environment.

Each student is given space to explore the material independently through creative worksheets, learning videos, and reflective activities that cultivate awareness of Sharia values. Evaluation is conducted using a formative approach and portfolios, where students demonstrate understanding through tangible products such as educational posters, Sharia transaction journals, or group presentations. These activities also involve collaboration with parents and the local community, such as Sharia cooperatives or halal business actors, to strengthen the connection between learning and social practice. The Independent KKM approach allows students to learn at their own pace and style, while still referring to clear achievement indicators. Teachers serve as facilitators and guides, ensuring that the learning process is inclusive, enjoyable, and meaningful. With systematic and value-based planning, this activity is expected to shape the character of Islamic economics from an early age and strengthen Islamic financial literacy in elementary school environments.



Figure 1. Socialization of KKM Activity Planning
Source: Researcher (2025)

Implementation of Activities

The implementation of the Innovative Learning Activities of Islamic Economic Law through an independent KKM approach at SD IT Muslimat 1 Tarakan is systematically and participatively designed, emphasizing an educational approach that involves seminars, discussions, and question-and-answer sessions between speakers, teachers, and students. This activity aims to introduce the basic principles of Islamic economic law to elementary school students in a contextual and enjoyable manner while strengthening teachers' capacity to apply the independent KKM approach that focuses on achieving competencies independently and progressively.

The opening seminar was held in the school auditorium featuring speakers from the team of students in Sharia Economic Law at STISNU Nusantara Tangerang coordinated by Nur Aisyah. The speakers presented material on the basic concepts of muamalah, the importance of halal transactions, the principles of justice in Islamic economics, and the relevance of sharia economic law in daily life. The material was presented in simple language tailored to the understanding level of elementary school students, complemented with visual illustrations, inspiring stories, and case examples relevant to the school environment. Teachers and students were provided with an interactive booklet containing a summary of the material, activity sheets, and reflection space to note their understanding.

After the seminar session, the activities continued with group discussions facilitated by the teacher. Students were divided into small groups and asked to discuss specific themes, such as "Honesty in trade," "Money and charity," or "Benefits of Sharia cooperatives." The resource person acted as a facilitator who encouraged students to think critically, express opinions, and relate the material to their personal experiences. This discussion aimed to foster curiosity, communication skills, and active understanding of Sharia values. The question and answer session became an important part of this activity. Students were given the opportunity to ask questions directly to the resource person, either verbally or in writing. The questions that arose varied widely, ranging from technical issues like "Can pocket money be used for trading?" to reflective questions like "How do you know if an item is halal?" The resource person responded with an educational and dialogic approach, encouraging students to think and draw their own conclusions based on the principles that have been explained. The teacher recorded important questions as material for evaluation and the development of future learning.

During the activity, the Independent KKM approach was applied by providing space for students to learn according to their individual rhythms and styles. Students who quickly understood the material were given additional challenges such as creating educational posters or simulating Sharia-compliant buying and selling, while students who needed more assistance were given time and special guidance. Assessment was conducted formatively through observation, student reflection, and the results of discussions. The teacher used an assessment rubric that evaluated aspects of concept understanding, active participation, and the application of Sharia values in activities. This activity also involves direct discussions and learning reports and documentation of activities that are shared through school communication groups. Parents are invited to support students' understanding at home, for example by discussing the practices of Islamic economics within the family or suggesting ways to take students shopping while explaining the concepts of halal and haram. Thus, learning does not only take place in the classroom but is also extended to the family and social environment.

The implementation of this activity demonstrates that the Independent KKM approach can be effectively integrated into the learning of Islamic economic law at the elementary school level. Through seminars, discussions, and interactive question-and-

answer sessions, students not only acquire knowledge but also develop attitudes and skills relevant to Islamic values. Teachers also gain new experiences in designing adaptive, contextual, and student-active participation-based learning. This activity becomes an innovative model that can be replicated and further developed to strengthen Shari'ah economic literacy from an early age, forming a generation that is moral, intelligent, and aware of the principles of justice in economic life.



Figure 2. Implementation of Activities

Source: Researcher (2025)

Impact of Activities

The innovation activities of learning about Islamic economic law with the independent KKM approach at SD IT Muslimat 1 Tarakan make a significant contribution to the overall development of students, in terms of knowledge, attitudes, and skills. This approach not only conveys Islamic economic theory but also instills sharia values in daily life through active, contextual, and student-centered learning.

1. A Deeper Understanding of Islamic Economic Concepts

One of the tangible outcomes of this activity is the increased understanding of students regarding the basic principles of Islamic economic law. With the Independent KKM approach, students learn gradually according to their individual abilities. Topics such as halal buying and selling, the prohibition of usury, the importance of contracts, and honesty in transactions are presented through simple and easily digestible methods. Simulations, role-playing, and case studies help students connect concepts with real-life experiences, making the learning more relevant and meaningful.

A deeper understanding of the concept of Islamic economics is very important to form a generation that can contribute ethically in economic activities. By understanding principles such as justice, transparency, prohibition of usury, and the importance of contracts, students not only learn theory but also internalize moral values in everyday practice. This encourages the formation of responsible economic behavior, oriented towards public welfare, and in harmony with Islamic teachings. A deep understanding also helps students differentiate between halal and haram transactions, as well as develop a critical attitude towards conventional economic practices that are not in accordance with Islamic law.

2. Formation of Islamic Character

This activity also plays an important role in shaping the Islamic character of students. Values such as trustworthiness, responsibility, honesty, and justice are instilled through thematic and practical learning activities. When students create financial journals or conduct simulations of Sharia transactions, they are not only learning economics but also internalizing Islamic ethics and morals in their social lives. This is in line with the mission of Islamic education that emphasizes the formation of character from an early age.

The formation of Islamic character is an important foundation in education aimed at creating individuals with noble morals, honesty, and responsibility. Islamic character not only encompasses spiritual aspects but also reflects fair social attitudes, empathy towards others, and discipline in fulfilling obligations. By cultivating values such as trustworthiness, sincerity, patience, and reliance on God, students are guided to become resilient and integrity-filled individuals. Islamic character education also strengthens Islamic identity in facing the challenges of the times, enabling students to contribute positively to society while upholding the values of Sharia and humanity (Herawati, 2025).

3. Encouraging Independence and Self-Confidence

Through the Independent KKM approach, students are given the space to learn at their own pace and style. They are provided with opportunities to explore materials, complete assignments, and demonstrate their learning outcomes through various products such as posters, reports, or presentations. This process encourages students to think independently, take initiative, and be confident in expressing their ideas. Students who were previously passive become more active and brave in participating in class discussions.

Encouraging independence and self-confidence is very important in the educational process because it shapes students who are able to think critically, make decisions, and be responsible for their actions. When students are given space to learn at their own pace and style, they learn to recognize their potential and face challenges with confidence. Independence also fosters perseverance and initiative, while self-confidence strengthens motivation and courage to try new things (Hisma et al, 2025). In the context of Islamic education, the attitudes of independence and self-confidence become important assets to live according to the values of sharia, as well as to contribute positively to society.

4. Strengthening Skills

This activity also develops important skills such as critical thinking, communication, collaboration, and digital literacy. In group discussions, students learn to express opinions, listen, and work together to complete tasks. When they use technology to create presentations or search for information about sharia cooperatives, they also hone their digital literacy skills. These skills are crucial to equip students in facing global challenges in the future.

Skills are an important aspect of education as they serve as a bridge between knowledge and real-world practice (Ramdani, 2025). With the right skills, students are able to apply concepts in their daily lives, solve problems independently, and adapt to various situations. Skills such as critical thinking, effective communication, collaboration, and digital literacy are highly needed in the modern era. In the context of Islamic education, skills also include the ability to uphold ethics, preach, and engage in sharia-compliant entrepreneurship. Improving skills means equipping students with competitiveness and readiness to face global challenges, while also upholding moral and spiritual values in every action.

5. Enhancing Interest and Enthusiasm for Learning

Innovative and contextual learning has proven to increase students' interest and motivation. The material on Islamic economic law, which was previously considered difficult, becomes interesting because it is presented through enjoyable methods that are close to their lives. Students feel that what they are learning has real benefits, both for their personal and social lives. This encourages them to study more diligently and explore the material independently.

Increasing interest and enthusiasm for learning is very important to create an active, enjoyable, and sustainable educational process. When students have intrinsic motivation, they are more likely to absorb material, feel confident to ask questions, and be active in discussions. The spirit of learning also encourages exploration of knowledge beyond the classroom, strengthens curiosity, and fosters lifelong learning habits. In Islamic education, a high interest in learning helps students understand the values of Sharia more deeply and practice them with awareness. Teachers play a crucial role in nurturing this enthusiasm through an inspiring, relevant, and empathetic approach.

6. Building Social Interaction and Empathy

This activity encourages students to interact positively. They learn to share tasks, appreciate differences, and wisely resolve conflicts. This activity also fosters empathy, as students are invited to understand the importance of fairness in transactions and the social impact of economic practices that do not comply with Sharia. Healthy social interaction becomes the foundation for the development of mature and responsible personalities.

Building social interaction and empathy is an important part of education aimed at creating an inclusive and harmonious learning environment. When students are trained to understand others' feelings, they learn to appreciate differences, cooperate, and resolve conflicts wisely. Healthy social interactions also strengthen communication skills, broaden perspectives, and cultivate a sense of responsibility towards the community. In Islamic education, empathy forms the foundation for noble character traits such as compassion, helping one another, and maintaining good relations. By fostering empathetic attitudes, students grow into caring, fair individuals capable of building meaningful social relationships.

7. Islamic Financial Literacy from an Early Age

The long-term benefit of this activity is the increase in Islamic financial literacy from an early age. Students begin to understand how to manage money, the importance of saving, and conducting transactions in accordance with Islamic principles. They also learn to distinguish between needs and wants, as well as understanding the value of blessings in economic activities. This literacy is important for shaping a generation that is wise in managing finances and not easily trapped in a consumer lifestyle.

Islamic financial literacy from an early age is crucial for shaping a mindset and economic behavior that aligns with Sharia principles (Rehman and Mia, 2024). Students who understand the concepts of halal-haram, the prohibition of usury, the importance of contracts, and the value of honesty in transactions will be better prepared to face financial challenges in the future. This learning also instills awareness about social responsibility, zakat, and justice in wealth distribution. By getting students accustomed to managing money in an Islamic way, they learn to plan, save, and share wisely. This literacy becomes an important foundation in building a generation that is financially intelligent while also possessing good morals.

8. Transformation of the Teacher's Role

This activity also has a positive impact on teachers. They are required to be more creative and adaptive in designing learning according to the Independent KKM approach. Teachers learn to use strategies, media, and evaluation techniques that are student-centered. The role of the teacher shifts from merely delivering content to being a facilitator who guides the learning process actively and reflectively. This enhances the professionalism of teachers and the overall quality of learning.

The changing role of teachers has become crucial in responding to the challenges of

education in the 21st century. Teachers now not only serve as transmitters of knowledge but also as facilitators, mentors, and sources of inspiration in the learning process. Through flexible and context-appropriate approaches, teachers play a role in developing creativity, independence, and shaping the character of learners. This role demands proficiency in technology, an understanding of the unique needs of each student, and the ability to build empathetic and synergistic interactions. In an education based on Islamic values, teachers become role models of morality and guardians of Sharia principles, which play an important role in shaping knowledgeable, faithful, and productive generations for society, as highlighted in the study by Sari (2024).

9. Collaboration Between Schools, Parents, and Sharia Financial Institutions

Another benefit that arises is the synergy established between schools, parents, and sharia financial institutions. Parents are involved through learning reports and reflective activities at home, while sharia financial institutions such as sharia cooperatives become partners in practical implementation. This collaboration strengthens the connection between learning at school and real-life situations, as well as broadens students' insights into the application of Islamic economics in society.

The collaboration between schools, parents, and sharia financial institutions is very important in shaping an educational ecosystem that supports Islamic economic literacy from an early age. Schools serve as learning centers, parents as the main companions at home, and sharia financial institutions as sources of real practice and financial education based on Islamic values. This synergy allows students to understand financial concepts comprehensively, from saving to lawful transactions, and to sharing through zakat and charity. With close collaboration, education becomes more contextual, applicable, and capable of forming a generation that is financially savvy and virtuous (Helmi and Sofa, 2025).



Figure 3. Commitment to Collaboration with Schools in Learning Islamic Economic Law

Source: Researcher (2025)

10. Encouraging Sustainable Innovation in Learning

This activity serves as evidence that innovation in learning is very possible and brings positive impacts. With the right approach, complex materials such as Islamic economic law can be delivered effectively and enjoyably. This encourages schools to continually innovate in developing learning methods that are relevant to the needs of the times and the characteristics of the students.

Encouraging sustainable innovation in learning is essential to ensure that education

remains relevant, adaptive, and capable of addressing the challenges of the times. Innovation allows teachers and students to explore new methods, technologies, and approaches that are more effective and engaging. With continuous updates, the learning process becomes dynamic, contextual, and able to foster creativity and problem-solving. In Islamic education, sustainable innovation also opens space for the integration of sharia values with the development of knowledge (Taufiq et al, 2025). This encourages the emergence of a generation of learners who are not only intellectually intelligent but also ethical and ready to face the future.

Obstacles Encountered

The implementation of the Innovation Program for Learning Islamic Economic Law with a self-directed KKM approach at SD IT Muslimat 1 Tarakan provides a broad positive contribution to student development. However, in its implementation, there are several challenges that need to be addressed to improve the quality of learning continuously. These obstacles arise from various factors, such as the readiness of students, the capabilities of teachers, limited facilities, and the support of the learning environment. The following is an elaboration on the challenges faced during the activities.

1. Limited Basic Understanding of Students about Islamic Economics

One of the main obstacles is the students' minimal initial understanding of the concept of Islamic economics. As elementary school students, they do not have enough background to comprehend terms such as contracts, usury, and halal transactions in depth. Although the material has been simplified, more time and a more creative approach are still needed for students to connect these concepts with their daily experiences. This results in the process of internalizing Islamic values taking longer.

2. Differences in Learning Abilities Among Students

The Independent KKM approach emphasizes learning tailored to each student's abilities. However, in practice, there are significant differences in terms of speed and learning styles. Some students can understand the material quickly, while others require more intensive guidance. Teachers are required to adjust their teaching strategies so that all students can achieve the minimum competencies, but the limitations of time and the number of students in one class present a challenge in providing equal attention.

3. Lack of Learning Media

Learning Islamic economic law requires interesting media that are suitable for the students' life context so that the material can be understood visually and applicably. Unfortunately, the limitations of facilities such as a lack of access to educational videos, interactive simulations, and relevant teaching aids become obstacles. Teachers often have to create learning media independently, which requires creativity, time, and adequate technical support.

4. Teacher Readiness in Independent KKM

Although teachers show enthusiasm in implementing innovative learning, not all of them have a deep understanding of the Independent KKM approach. Some are still accustomed to traditional methods that focus on the delivery of material. The change in roles to become facilitators requires a process of adaptation that is not always easy, so the implementation of competency-based and student-centered learning has not yet been optimal.

5. Limited Learning Time in Schools

The available learning time in elementary schools is quite limited, while innovative activities such as simulation of Shari'ah trade, group discussions, and value reflection require sufficient duration for students to truly understand and internalize the material. In practice, presenters have to adjust activities to the tight class schedule, therefore some activities must be shortened or even omitted.

6. Lack of Support from Home Environment

Learning about Shari'ah economic law does not only take place in schools, but also requires support from the family environment. However, not all parents understand or support the concept of Shari'ah economy being taught. Some students do not receive reinforcement of these values at home, making the learning process less continuous. This highlights the importance of active parental involvement in the education process.

7. Challenges of Language and Sharia Terms

Terms in Islamic economic law such as "akad," "gharar," and "riba" are still unfamiliar to elementary school students. Although they have been simplified, the use of Arabic terms continues to pose a challenge in delivering the material. Teachers need to employ creative approaches such as analogies, stories, or visual illustrations to convey the meaning of these terms without losing their essence. If not handled properly, this language barrier can hinder students' conceptual understanding.

CONCLUSION

The conclusion of this study is that the innovative learning activities of Islamic Economic Law through the Independent KKM approach at SD IT Muslimat 1 Tarakan can have an impact on students in practicing to form Islamic character, independence, skills, learning motivation, financial literacy, and encouraging sustainable innovation in the learning of Islamic economic law. On the other hand, there are still many obstacles faced in terms of students' understanding of Islamic economics, varying learning abilities of students, lack of learning media, limited learning time, support from home, as well as challenges of language and Islamic terms.

The recommendation provided after the implementation of this research is the formation of a curriculum for Islamic economic law education so that learning innovations can be sustainably applied in primary schools.

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