

## INTEGRATION OF ISLAMIC RELIGIOUS EDUCATION LEARNING METHODS IN THE 21<sup>ST</sup> CENTURY AT MA NAHDHOTUT THOLIBIN

Muhammad Nurkholes<sup>1</sup>, Alvin Dian Pramuja<sup>2</sup>

<sup>1,2</sup> Institut Agama Islam Syarifuddin (IAIS), Lumajang, Indonesia

Email Kontributor: [nurkholesmuhammad@gmail.com](mailto:nurkholesmuhammad@gmail.com)

### Abstrak

Dalam menghadapi tantangan pendidikan di era modern, pembelajaran Pendidikan Agama Islam (PAI) di MA Nahdhotut Tholibin berupaya mengintegrasikan nilai-nilai keagamaan yang relevan dengan kebutuhan zaman. Kurikulum PAI yang masih banyak menggunakan metode tradisional dirasa kurang efektif dalam menarik minat siswa yang tumbuh di era globalisasi, yang semakin mengikis nilai moral dan etika. Dari survei yang dilakukan di beberapa institusi pendidikan, ditemukan bahwa meskipun siswa memahami konsep-konsep agama, mereka seringkali kesulitan mengimplementasikannya dalam kehidupan nyata. Penelitian ini bertujuan untuk mengembangkan metodologi pembelajaran yang lebih relevan dan aplikatif, yang tidak hanya teoretis tetapi juga mendukung praktik kehidupan sehari-hari siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan mengadakan wawancara mendalam, observasi kelas, dan analisis dokumen untuk mengevaluasi penerapan dan kesesuaian metode pembelajaran abad ke-21. Partisipan dalam penelitian ini meliputi guru PAI, siswa, dan administrator dari MA Nahdhotut Tholibin. Data dianalisis menggunakan teknik analisis konten. Hasil penelitian menunjukkan bahwa metode pembelajaran dengan keterampilan Abad 21 seperti *Communication, Collaboration, Critical Thinking and Problem Solving*, serta *Creativity and Innovation* dapat meningkatkan pemahaman dan motivasi belajar siswa. Pendekatan ini membantu siswa tidak hanya menjadi pemikir kritis tetapi juga praktisi nilai-nilai agama yang baik dalam masyarakat modern. Penelitian ini memberikan wawasan tentang pentingnya mendesain kurikulum yang responsif terhadap perubahan zaman, yang mendukung pengembangan keterampilan interpersonal siswa dan memperkuat kemampuan mereka dalam mengintegrasikan ajaran agama ke dalam pengambilan keputusan sehari-hari.

**Kata kunci:** Metode Pembelajaran, Pendidikan Agama Islam, Integrasi

### Abstract

In facing education challenges in the modern era, Islamic Religious Education (PAI) learning at MA Nahdhotut Tholibin seeks to integrate religious values relevant to the times' needs. The PAI curriculum, which still uses many traditional methods, is considered less effective in attracting the interest of students who grow up in the era of globalization, which further erodes moral and ethical values. Surveys conducted in several educational institutions found that although students understand religious

concepts, they often have difficulty implementing them in real life. This research aims to develop a more relevant and applicable learning methodology which is theoretical and supports the practice of students' daily lives. This study uses a descriptive qualitative approach by conducting in-depth interviews, classroom observations, and document analysis to evaluate the application and suitability of 21st-century learning methods. Participants in this study include PAI teachers, students, and administrators from MA Nahdlotut Tholibin. The data was analyzed using content analysis techniques. The study results show that learning methods with 21st-century skills such as *Communication, Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation* can increase students' understanding and motivation to learn. This approach helps students become critical thinkers and practitioners of good religious values in modern society. This research provides insight into the importance of designing a curriculum responsive to changing times. It supports the development of students' interpersonal skills and strengthens their ability to integrate religious teachings into daily decision-making.

**Keywords:** Learning Methods, Islamic Religious Education, Integration

---

## A. INTRODUCTION

In facing the challenges of education in the modern era as it is today, Islamic Religious Learning (PAI) has the opportunity to become a caretaker in shaping students' character and moral values (Minarti, 2022). In the era of globalization, which increasingly erodes students' moral and ethical values, it is mandatory to get special attention to educational institutions in making learning methods that maintain religious values (Sukiyat, 2020). The education system must be more adaptable and relevant, especially in teaching religious values in accordance with modern times (Padila et al., 2024). However, many Islamic Religious Education curricula still use traditional systems that are less attractive to students growing up in the modern era (Gafarurrozi, 2023). This creates an inequality between what is taught in the classroom and life today. Nevertheless, this research carries the theme of developing a more relevant and relatable learning methodology that suits the conditions of students in modern times to overcome these inequalities and increase the efficiency of learning Islamic Religious Education.

Surveys conducted by researchers in several educational institutions show that students have gained a qualified understanding of religion but find it challenging to implement in real situations. Data from the Ministry of Education 2022 shows that 40% of students can implement religious character values in their behavior (Gunawan, 2022). This indicates deficiencies in teaching the material obtained by students, which prioritizes theory and cannot provide space for students to process information again with practice in everyday life (Pahrudin, 2019). This research carries the renewal and relevance of teaching, focusing on utilizing methods and experiences to strengthen understanding and implementation in everyday life.

To solve this problem, this research focuses on developing and implementing innovative learning, such as integrating technology with Islamic Religious Education learning methods. This approach focuses on using learning methods of communication, collaboration, critical thinking and problem-solving, and creativity and innovation, which enable students to improve their understanding and increase their motivation to learn more. In addition, technology in the

21st Century makes it easier to facilitate a more effective and efficient learning process that suits the lifestyle of today's students (Salsabila et al., 2020).

Nevertheless, Madrasah Aliyah (MA) Nahdhotut Tholibin educational institution has a unique learning method, namely the Islamic Religious Education learning method, which integrates 21st-century methods where the learning method uses renewable methods. In this context, the learning method emerges as responsive to changing traditional learning methods into more modern learning methods. Involving teachers and students in the integrity of Islamic religious education learning methods with 21st-century methods is expected to be a problem-solving tool in building a better education in the future.

In the context of the study of the integration of Islamic Religious Education learning methods in 21st century learning methods, comparisons with previous studies, such as those conducted by Pebria Dheni Purnasari and Joshua Damas Sadewo explained the Utilization of Technology in Learning as an Effort to Improve Pedagogical Competence (Purnasari & Sadewo, 2020), research conducted by Herdin Muhtarom, Dora Kurniasih, and Andi examined Active, Creative and Innovative History Learning through the Utilization of Information and Communication Technology (Muhtarom et al., 2020), 2020), research conducted by Zakaria Seregar and Topan Bilardo Marpaung examined the Utilization of Information and Communication Technology (ICT) in School Learning (Siregar & Marpaung, 2020), research conducted by Jenita et al who examined the Utilization of Technology in Supporting Learning: Interactive Training in Improving the Quality of Education (Jenita et al., 2023), research conducted by Budiyo in his study which explains the Innovation of Technology Utilization as Learning Media in the Revolutionary Era 4.0 (Budiyo, 2020), research conducted by Euis Mukaromah which examines the Utilization of Information and Communication Technology in Improving Student Learning Passion (Mukaromah, 2020), research conducted by Unik Hanifah Salsabila et al. which examines the Benefits of Technology in Islamic Education (Salsabila et al., 2022).

Starting from some previous studies, as mentioned above, this research sees a gap in the study of the development of Islamic Religious Education learning methods in the 21st Century, which still lacks clarity in its study and implementation in educational institutions. This research leads to fill the void in the study, which is where the location of this research is carried out at the MA Nahdhotut Tholibin educational institution.

This research seeks to produce an Islamic Religious Education learning model that is theoretical, applicable, and relevant to students' lives. Expected outcomes include increased learning motivation, development of interpersonal skills, and strengthening students' ability to integrate religious teachings into daily decision-making. Through an innovative and technology-oriented approach, this research aims to guide educational institutions in adopting more effective teaching methodologies, preparing students to become critical thinkers and good practitioners of religious values in modern society.

## **B. METHOD**

This study used a descriptive qualitative approach to evaluate the application and suitability of Islamic Religious Education learning methods with a 21st-century learning approach at MA Nahdhotut Tholibin. The research was conducted through in-depth interviews,

classroom observations, and document analysis involving Islamic Religious Education teachers, students, and administrators as subjects. The instruments used included interview guidelines, observation sheets, and checklists for document analysis, with the data analyzed using content analysis techniques to ensure the credibility of the findings. The entire research process followed strict ethical principles, including informed consent, confidentiality, and anonymity of participants.

Qualitative research emphasizes using in-depth inquiry strategies to understand certain phenomena' meanings, understanding, concepts, and characteristics. This holistic approach prioritizes quality and explores various aspects of the phenomenon under study through rich narratives. This methodology allows the researcher to comprehensively understand the social, psychological, and environmental context of the subject under study, using various methods such as in-depth interviews, participatory observation, document analysis, and discussion groups. This approach aims to present data in a detailed and multidimensional manner, enabling a broader and deeper understanding of the phenomenon being explored (Pramuja et al., 2024).

### **C. RESULT AND DISCUSSION**

Learning Islamic Religious Education with 21st-century learning methods focuses on preparing a generation that can adapt to the rapid advancement of Information and Communication Technology (ICT) (Solehudin et al., 2023). In this context, the use of 21st-century methods greatly influences the learning process, where these methods are very effective to use so that they can effectively use these methods during the learning process. The aim is to improve their thinking skills and learning abilities. In addition, there is a shift in the learning system in the 21st Century, where the curriculum that previously focused more on teacher-centred learning is now shifting to a student-centred learning approach (Mun'im Amaly et al., 2021). This approach allows students to be more active in the learning process, encouraging them to become independent learners and take responsibility for their learning process while still getting support and guidance from the teacher. This reflects a paradigm shift in education that emphasizes developing students' abilities to adapt and innovate in facing future challenges (Alimuddin et al., 2023). This is in line with the application of Richard E. Mayer's Multimedia Learning Theory, which can be very helpful in increasing the effectiveness of learning through the strategic use of renewable methods (Pageno et al., 2024). The theory is also corroborated by the grand theory that is very relevant to the Social Cognitive Theory developed by Albert Bandura. This theory offers deep insights into how learning behavior is influenced by the interaction between individual behavior, social environment, and cognitive processes (Daniyarti et al., n.d.).

Future world progress requires students to have essential thinking and learning skills (Manurung et al., 2023). These skills include problem-solving, critical thinking, collaboration, and communication (Suciono, 2021). To help students develop these skills, teachers need to design and implement learning that motivates students to think critically, communicate effectively, and collaborate in solving problems. Learning designed this way prepares students with academic skills and shapes them into independent and influential thinkers who can adapt and contribute in various situations (Syamsudin, 2020). Therefore, using 21st-century learning methods, the role of teachers in planning learning activities that facilitate productive

interactions and problem-solving strategies is crucial in forming the foundation of these abilities among students (Firdausi et al., 2023). That is why MA Nahdhotut Tholibin integrates Islamic Religious Education learning methods in the 21st Century, as these methods are very suitable for use now.

## **Implementation of Islamic Religious Education Learning With 21st-Century Learning Methods at MA Nahdhotut Tholibin**

### **1. Islamic Religious Education Learning Methods on Communication Aspect**

At Madrasah Aliyah Nahdhotut Tholibin, the Islamic Religious Education learning approach prioritizes the development of student's communication skills through interactive and participatory methods. According to (Rosmiyati, 2020), in this approach, the teacher acts as a facilitator who motivates students to participate actively in discussions and question-and-answer sessions. This approach encourages students to be more in-depth in understanding and criticizing various religious topics, as researchers found at MA Nahdhotut Tholibin during a discussion about the law of halal and haram food in classroom learning.

Through this method, not only is religious knowledge enhanced, but students' argumentation and discussion skills are also enhanced. (Maulidina, 2020) notes that consistent social interaction in this learning environment facilitates the development of students' oral communication skills. With the freedom to express opinions and ask questions, students learn to articulate their ideas more clearly and increase their confidence in communication, as explained by (Anggitawati et al., 2023). These skills are vital in academic contexts and very useful in real-life and professional situations, according to (Octavia, 2020).

Furthermore, the discussion and question-and-answer methods applied to learning methods at MA Nahdhotut Tholibin also play a role in honing students' written communication skills. Often, students are asked to write down their thoughts or summarize the discussion. This strengthens their understanding of the material discussed and trains them to convey ideas clearly and systematically in writing. Thus, the learning approach implemented at MA Nahdhotut Tholibin enriches religious knowledge and prepares students with essential communication skills for their future.

### **2. Islamic Religious Education Learning Method on Collaboration Aspect**

At Madrasah Aliyah Nahdhotut Tholibin, social and leadership skills' importance in 21st-century learning has received serious attention. According to Sutrisman (2019), students who are active in group work often take on leadership roles, showing good adaptability to various roles and responsibilities. Zubaidah (2018) emphasized that an essential aspect of these leadership skills is the ability to respect and show empathy, which is important in managing differences of opinion. In addition, Rohmah et al. (2023) identified that students with leadership skills are also very flexible in carrying out their responsibilities, while Sa'idah et al. (2021) observed that they tend to set high standards and goals for themselves and others, indicating high aspirations and motivation to achieve optimal results.

In Islamic Religious Education learning, MA Nahdhotut Tholibin applies collaboration-based learning methods, particularly Cooperative Learning, which allows students to work in

small groups. This method prioritizes student cooperation and interaction, which differs from interpersonal learning methods, where interaction occurs more individually with the teacher. Through group work, students actively learn and develop social and leadership skills while improving their understanding through discussion and direct collaboration with classmates.

Integrating collaboration elements in learning has become critical in preparing students for the future, especially in a global and diverse work environment (Rambung et al., 2023). (Babullah et al., 2024) also explained that through methods such as Cooperative Learning, students learn to respect different opinions, develop communication and negotiation skills, and improve their ability to solve problems together. These collaborative experiences not only strengthen students' academic understanding but also shape their social and emotional competencies, preparing them to be adaptive and productive members of society and the workforce in accordance with the needs of the modern world of work, as described by Rahmulyana et al. (2024).

### **3. Islamic Religious Education Learning Methods on Critical Thinking and Problem-Solving Aspects**

At Madrasah Aliyah Nahdhotut Tholibin, the learning strategies are designed to strengthen students' critical thinking and problem-solving skills. Methods such as Problem-Based Learning, Inquiry Learning, and Discovery Learning, as practised at MA Nahdhotut Tholibin, have proven effective in developing these skills, which are essential for students' preparation for the challenges of the 21st Century.

Problem-based learning (PBL) is implemented by providing students with real problems related to halal and haram food topics. In this case, the teacher displays scenarios involving alcohol consumption, gambling, and interpersonal conflicts, where students are guided to analyze the problem and apply knowledge of Islamic law to find practical solutions. According to (Saputra et al., 2023), by using this approach, students learn to apply theory in a natural context and build social awareness through awareness campaigns or community initiatives.

Inquiry Learning focuses on student engagement in the learning process through exploring and extracting information. A practical example is a group discussion on values such as empathy, which is very important in Islamic teachings. (Damanik, 2023) this method allows students to be divided into groups to discuss and present the benefits and disadvantages of respecting parents and teachers. These presentations hone communication skills and strengthen negotiation skills and social understanding, allowing students to appreciate different perspectives.

Discovery Learning aims to develop students' learning independence, where the teacher acts as a facilitator in guiding students to explore and discover new information. Learning begins with reading materials that provide basic understanding, followed by video viewing and in-depth use of other sources. According to (Damanik, 2023), Tasks given to students to find additional information and analyze data support them in connecting theory with practical applications, strengthening their analytical and problem-solving skills.

All of these learning strategies at MA Nahdhotut Tholibin have been proven to improve understanding of the subject matter and enrich the essential skills students need to succeed.

Through these approaches, students are taught to become critical thinkers and innovative problem solvers, qualities that are highly valued in modern society.

#### **4. PAI Learning Methods on Creativity and Innovation Aspects**

At Madrasah Aliyah Nahdlotut Tholibin, the applied learning approach focuses on developing creativity and innovation among students, especially in Islamic Religious Education (PAI) subjects. In accordance with this view (Naldi, 2018), the teacher acts as a facilitator who not only provides subject matter but also opens space for students to explore and develop interests and new ideas in a supportive learning environment.

One of the specific methods MA Nahhotut Tholibin adopts is Project Based Learning (PBL), which is illustrated through projects such as the Compilation of Hajj and Umrah Travel Flow. It begins with a briefing from the teacher on the task to be undertaken, followed by the active involvement of students in planning and executing the project. This method stimulates the activation of learned knowledge and develops organizational skills and a practical understanding of important aspects of worship. In this context, students can generate ideas based on their interests while applying the concepts learned in real relevant situations.

After the project implementation phase, the teacher assigns students to summarise and conclude what has been learned, followed by an assessment and reflection session to evaluate students' understanding and progress (Asmara, 2019). This step is crucial in helping students internalize learning and encouraging self-reflection. In addition, creative assignments are given to overcome time constraints and to motivate students to practice their creativity and innovation skills. Hopefully, this prepares students to compete globally regarding creativity and innovation.

Nevertheless, the learning approach at MA Nahdlotut Tholibin enriches students' learning experiences and tailors the learning process to their current and future needs, ensuring that they are ready for the challenges to come. By integrating creativity and innovation into the curriculum, this madrasah prepares students academically and in practical skills that are essential for their future.

#### **D. CONCLUSION**

Research on the implementation of 21st-century learning principles in Islamic Religious Education at MA Nahdlotut Tholibin shows the results of 21st-century learning methods that have been applied in Islamic Religious Education education at MA Nahdlotut Tholibin as a response to the demands of the times. It aims to achieve the ideals of the Indonesian nation. This learning approach is relevant for today's millennial generation, who are accustomed to information technology. Students are expected to be brave and show their abilities, as well as be able to collaborate in various aspects. All these principles are an integral part of 21st-century learning, which emphasizes developing individual and collaborative skills in using technology and adapting to changing times.

The implementation of 21st-century learning in Islamic Religious Education at MA Nahdlotut Tholibin has adopted the 2013 curriculum, which supports modern learning principles. This lesson plan is designed to integrate the principles of 21st-century learning, covering a range of methods that support the development of students' competencies in various

key aspects. For communication, learning prioritizes a student-centred approach, using interactive discussions and Q&A to improve their communicative skills. Regarding collaboration, group work, contextual learning, and presentation methods are used to teach students how to work in teams effectively. Problem-Based Learning (PBL) methods are implemented to develop critical storytelling and problem-solving, allowing students to confront and solve real problems.

Meanwhile, the Project-Based Learning (PBL) method is used to stimulate creativity and innovation, encouraging students to develop creative projects that demonstrate their understanding and application of knowledge. Implementing these methods not only supports students in working together and communicating effectively but also helps them become more creative and innovative. This reflects MA Nahdhotul Tholibin's commitment to implementing learning approaches that align with the demands and challenges of the times, thus making students more adaptive and ready to face the world of the future.

## BIBLIOGRAPHY

- Alimuddin, A., Juntak, J. N. S., Jusnita, R. A. E., Murniawaty, I., & Wono, H. Y. (2023). Teknologi Dalam Pendidikan: Membantu Siswa Beradaptasi Dengan Revolusi Industri 4.0. *Journal on Education*, 5(4), 11777–11790.
- Anggitawati, B. H., Hadiyanti, A. H. D., & Kriswanto, Y. B. (2023). IMPLEMENTASI MODEL PROBLEM BASED LEARNING UNTUK MENINGKATKAN SIKAP PERCAYA DIRI DAN KEMAMPUAN KOMUNIKASI PESERTA DIDIK. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, 23(2), 159–174.
- Asmara, Y. (2019). Pembelajaran Sejarah Menjadi Bermakna dengan Pendekatan Kontektual. *Kaganga: Jurnal Pendidikan Sejarah Dan Riset Sosial Humaniora*, 2(2), 105–120.
- Babullah, R., Qomariyah, S., Neneng, N., Natadireja, U., & Nurafifah, S. (2024). Kolaborasi Metode Diskusi Kelompok Dengan Problem Solving Learning Untuk Meningkatkan Keterampilan Pemecahan Masalah Siswa Pada Materi Aqidah Akhlak. *Jurnal Budi Pekerti Agama Islam*, 2(2), 65–84.
- Budiyono, B. (2020). Inovasi pemanfaatan teknologi sebagai media pembelajaran di era revolusi 4.0. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 6(2), 300–309.
- Damanik, F. H. S. (2023). Mengembangkan Keterampilan Resolusi Konflik melalui Pembelajaran Sosiologi dalam Kurikulum Merdeka di Sekolah Menengah Atas. *Didaktika: Jurnal Kependidikan*, 12(4), 983–992.
- Daniyarti, W. D., Mapata, M., Suyitno, S., Hermania, B., Krisantus Minggu, K., Joko, S., Tamsik, U., Aan, A., Siskha Putri, S., & RB Singgih, S. (n.d.). *Pendidikan Karakter Konsep, Model, Desain, dan Strategi Membentuk Kepribadian Anak*.
- Firdausi, R., Suyuti, S., Mardikawati, B., Huda, N., Riztya, R., & Rahmani, S. F. (2023). PENINGKATAN LITERASI DIGITAL DIKALANGAN PELAJAR: PENGENALAN DAN PRAKTEK PENGGUNAAN TEKNOLOGI PENDIDIKAN DALAM KOMUNIKASI. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(5),



10815–10824.

- Gafarurrozi, M. (2023). Problem Finding dalam Pembelajaran Pendidikan Agama Islam Di Era Digital. *Ta'limDiniyah: Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)*, 3(2), 65–78.
- Gunawan, H. (2022). *Pendidikan karakter: Konsep dan implementasi* (Vol. 1, Issue 1). Cv. Alfabeta.
- Jenita, J., Harefa, A. T., Pebriani, E., Hanafiah, H., Rukiyanto, B. A., & Sabur, F. (2023). Pemanfaatan Teknologi Dalam Menunjang Pembelajaran: Pelatihan Interaktif Dalam Meningkatkan Kualitas Pendidikan. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 4(6), 13121–13129.
- Manurung, A. S., Fahrurrozi, F., Utomo, E., & Gumelar, G. (2023). Implementasi berpikir kritis dalam upaya mengembangkan kemampuan berpikir kreatif mahasiswa. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 5(2), 120–132.
- Maulidina, F. (2020). *Pembelajaran Jarak Jauh di Era Pandemi Covid-19: Studi Kasus Terhadap Pembelajaran PAI di Kelas VIII SMPN3 Kota Tangerang Selatan*. Jakarta: FITK UIN Syarif Hidayatullah Jakarta.
- Minarti, S. (2022). *Ilmu Pendidikan Islam: Fakta teoretis-filosofis dan aplikatif-normatif*. Amzah.
- Muhtarom, H., Kurniasih, D., & Andi, A. (2020). Pembelajaran Sejarah yang Aktif, Kreatif dan Inovatif Melalui Pemanfaatan Teknologi Informasi dan Komunikasi. *BIHARI: JURNAL PENDIDIKAN SEJARAH DAN ILMU SEJARAH*, 3(1).
- Mukaromah, E. (2020). Pemanfaatan Teknologi Informasi dan Komunikasi dalam Meningkatkan Gairah Belajar Siswa. *Indonesian Journal of Education Management & Administration Review*, 4(1), 175–182.
- Mun'im Amaly, A., Muhammad, G., Erihadiana, M., & Zaqiah, Q. Y. (2021). Kecakapan guru pendidikan agama islam dalam mengoptimalkan pembelajaran berbasis teknologi. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 6(1), 88–104.
- Naldi, H. (2018). Perkembangan kognitif, bahasa dan perkembangan sosioemosional serta implikasinya dalam pembelajaran. *Jurnal Socius: Journal of Sociology Research and Education*, 5(2), 102–114.
- Octavia, S. A. (2020). *Model-model pembelajaran*. Deepublish.
- Padila, C., Amanah, T. R., Safni, P., Zulmuqim, Z., & Masyhudi, F. (2024). Nilai-Nilai Pendidikan Islam di Zaman Nabi Muhammad dan Relevansinya dengan Zaman Sekarang. *Jurnal Pendidikan Tambusai*, 8(1), 341–349.
- Pageno, R. B., Salmilah, S., & Wiratman, A. (2024). Pengembangan Media Video Animasi Berbasis Doratoon pada Materi Ekosistem Siswa Kelas V SDN 09 Mattekko. *Jurnal Pendidikan Refleksi*, 12(4), 241–254.
- Pahrudin, A. (2019). *Buku: Pendekatan Sainifik Dalam Implementasi Kurikulum 2013 Dan Dampaknya Terhadap Kualitas Proses Dan Hasil Pembelajaran Pada Man Di Provinsi Lampung*. Pustaka Ali Imron.
- Pramuja, A. D., Ishari, N., & Arifudin, M. (2024). *Islamic Boarding School Strategy for Enhancing Comunity Religious Beliefs Through One House One Student System*. 9(1).

- Purnasari, P. D., & Sadewo, Y. D. (2020). Pemanfaatan teknologi dalam pembelajaran sebagai upaya peningkatan kompetensi pedagogik. *Publikasi Pendidikan*, 10(3), 189–196.
- Rambung, O. S., Sion, S., Bungamawelona, B., Puang, Y. B., & Salenda, S. (2023). Transformasi Kebijakan Pendidikan Melalui Implementasi Kurikulum Merdeka Belajar. *JIP: Jurnal Ilmu Pendidikan*, 1(3), 598–612.
- Rosmiyati, R. (2020). *KOMPETENSI GURU DALAM PEMBELAJARAN AKIDAH AKHLAK KURIKULUM 2013 DI MTS MINHAJUT THOLIBIN, JAKARTA BARAT*. UNUSIA.
- Salsabila, U. H., Ramadhan, P. L., Hidayatullah, N., & Anggraini, S. N. (2022). Manfaat Teknologi Dalam Pendidikan Agama Islam. *TA'LIM: Jurnal Studi Pendidikan Islam*, 5(1), 1–17.
- Salsabila, U. H., Sari, L. I., Lathif, K. H., Lestari, A. P., & Ayuning, A. (2020). Peran teknologi dalam pembelajaran di masa pandemi covid-19. *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan*, 17(2), 188–198.
- Saputra, A. M. A., Tawil, M. R., Hartutik, H., Nazmi, R., La Abute, E., Husnita, L., Nurbayani, N., Sarbaitinil, S., & Haluti, F. (2023). *Pendidikan Karakter Di Era Milenial: Membangun Generasi Unggul Dengan Nilai-Nilai Positif*. PT. Sonpedia Publishing Indonesia.
- Siregar, Z., & Marpaung, T. B. (2020). Pemanfaatan Teknologi Informasi dan Komunikasi (TIK) Dalam Pembelajaran di Sekolah. *BEST Journal (Biology Education, Sains and Technology)*, 3(1), 61–69.
- Solehudin, D., Erihadiana, M., & Ruswandi, U. (2023). Isu-Isu Global dan Kesiapan Guru Madrasah Menghadapi Isu-Isu Global. *JURNAL SYNTAX IMPERATIF: Jurnal Ilmu Sosial Dan Pendidikan*, 4(4), 471–481.
- Suciono, W. (2021). *Berpikir kritis (tinjauan melalui kemandirian belajar, kemampuan akademik dan efikasi diri)*. Penerbit Adab.
- Sukiyat, H. (2020). *Strategi implementasi pendidikan karakter*. Jakad Media Publishing.
- Syamsudin, S. (2020). Problem Based Learning dalam mengembangkan kemampuan berpikir kritis dan keterampilan sosial. *ELSE (Elementary School Education Journal): Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 4(2), 81–99.