

The Influence of Pedagogical Competence and Learning Styles on Student Learning Outcomes in Economics Subjects In Public High School 2 Tapung Hilir

Anggy Pratama¹, Mahdum², Sumarno³

¹ Universitas Riau; anggypratama829@gmail.com

² Universitas Riau; mahdum.adanan@lecturer.unri.ac.id

³ Universitas Riau; sumarno.s@lecturer.unri.ac.id

ARTICLE INFO

Keywords:

Learning Outcomes, Pedagogical Competence, Learning Style

Article history:

Received 2023-08-14

Revised 2024-05-12

Accepted 2024-06-14

ABSTRACT

Learning outcomes are the achievements obtained by students after participating in educational activities in the form of the results of the assessment of the final semester exam in economics. There are several factors that can have an impact on student learning outcomes both from within and from outside, for example, the way of learning, the desire to learn, efforts to be independent and inspired, teacher teaching skills, facilities, social and cognitive environment, finance and community care. Thus, students must have good learning outcomes to realize behavioral changes to become a good person. The target of the exploration is to analyze the effect of teaching competence and learning style on student learning outcomes. The exploration involved Class XII social studies of SMA Negeri 2 Tapung Hilir. Random sampling method. The sample quantity was 92 students. Data were collected using a questionnaire. The data analysis method is multiple linear regression using SPSS. The results showed that teaching competence and teaching style have an impact on student learning outcomes. Teachers must have good teaching competencies such as understanding the condition and character of students, learning planning skills, skills in delivering learning using good methods, skills in assessing students' learning students' work and skills to develop students' potential. Students also need to understand and know their learning styles so that they can adapt their learning styles to the teaching methods offered by educators. This has an impact on children's achievement of better learning outcomes at school.

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



Corresponding Author:

Anggy Pratama

Universitas Riau; anggypratama829@gmail.com

INTRODUCTION

Education is a strategy to improve the quality of human resources, besides that education is also a guide to the development of the country based on that, education improvement must be renewed. (Alimron et al., 2023) Sugihartono et al (2013) explain that education is a real and directed effort to transform the character of an individual or group, so that people become adults as a result of teaching and learning efforts. To gain knowledge, people can get various types of education. (Ali & Syarnubi Syarnubi, 2020) What is meant by education is characterized by school. (Syarnubi, 2020)

School education is the main route to formal education, being a place of formation, guidance and development of the student's personality and skills. for example in Law No. 20 of 2003, education is a real effort to create conditions and structured learning activities so that students have positive talents accompanied by morals, self-control, wisdom, manners and skills needed for

themselves, others and a nation. (Arisca et al., 2020) Achieving this goal, teachers are certainly at the forefront with their own expertise. (Ballanie et al., 2023) Tutors are said to be successful when they see the learning outcomes of their students in the increasing or maximizing category. (Fauzi et al., 2023)

Nana Sujana (2013) explains that learning outcomes are the skills stored by someone after getting a learning experience. Can describe the achievement of learning targets derived from evaluation and assessment of the output of students. (Syarnubi Syarnubi, 2023) Based on the evaluation, they can know how children have successfully understood the current learning activities. (Febriyanti et al., 2022) In fact, the results of the review of calculations and assessments of the Third International Study-Report on Mathematics in Science show that the output of Indonesian students is relatively low, according to the WPS, Indonesia is ranked 54 over 78 countries (<https://worldresolusireview.com>).

A preliminary survey at SMA Negeri 2 Tapung Hilir, shows that children's learning outcomes are low, as evidenced in interviews with Class XII social studies teachers both noted that some students were unable to complete the study. Many students do not even concentrate on the material taught by the educator so they are often dismissed. (Fitriyani et al., 2020) enter and leave the class with the excuse of going to the toilet. This opinion was reinforced by the principal mentioning that the teacher caught students in the toilet for a long time during the economics class. 10 students mentioned that they did not know their learning style so they seemed to watch the lesson material presented so that it made them bored, only sometimes, for example, there was no transformation to the educator. (Harto & Syarnubi Syarnubi, 2018)

Various reasons for the decline in learning outcomes stem from internal factors, for example learning styles, desire, independence and enthusiasm, as well as from external factors, namely from the teaching experience of educators, facilities, teaching aids, parents, society and economic skills (Ahmad Shole et al., 2009).

The cause of the implementation of educational activities in the classroom is the teacher. (Hawi & Syarnubi, 2018) The mentor is an external reason that plays a role in achieving maximum learning outcomes. (Hartati et al., 2022) The explanation above can be assumed that the role of the mentor is very important in achieving learning outcomes. Article 8 of Indonesian Law No. 14 of 2005 explains that teachers have four skills, namely personal expertise, teaching expertise, social expertise, and professional expertise. Teaching expertise is the experience when organizing learning to understand students, develop and assess the results of their learning (Wahyu, 2018).

Learning styles must be focused on because the learning style of each learner is different, so teachers must understand students so that the explanation taught can be understood by students. (Malta et al., 2022) When learning is understood, the output of learning increases substantially. There are three groups of learning styles: auditory, visual and kinesthetic. (Misyuraidah et al., 2017) Learners have patterns that are not the same when getting material delivered by the teacher. Learners show variations, but the author can categorize them. (Martina et al., 2019) This is related to a person's personality, certainly determined by their education and transformation. (Nurahman et al., 2021)

Learning outcomes at SMA Negeri 2 Tapung Hilir can be improved and realized on learning objectives, the cause of learning outcomes needs to be improved. Based on the preliminary survey, there are 2 factors that have an impact, namely the mentor's teaching skills and the student's learning style, so it is very necessary for researchers to find broader indicators in each variable to be able to measure the achievement of these outputs. (Syarnubi et al., 2023) Exploration applied about these problems and the results are significant, so in this study the researcher wants to analyze the research applied at SMA Negeri 2 Tapung Hilir in the hope of increasing learning outcomes as an alternative to the problems found. fixed. Exploration uses a different measure from other research, thus modifying previous research according to the personality of the informant. so that researchers draw the title "The Effect of Pedagogical Competence and learning styles on student learning outcomes in Economics subjects at SMA Negeri 2 Tapung Hilir".

METHODS

The exploration was applied to students of SMA Negeri 2 Tapung Hilir, Kampar Regency in January - June 2024. The type of exploration is quantitative descriptive research method. The data collected in the exploration was collected from questionnaires and documentation. Data sources were obtained or collected directly from exploration respondents totaling 92 students of SMA Negeri 2 Tapung Hilir from distributing questionnaires or questionnaires. The sampling method uses simple random sampling method and the data analysis method uses multiple linear regression analysis using SPSS. To see gender differences between peers, Independent Sample T-test analysis was used using SPSS. The variables are teaching competence (X1), learning style (X2), learning outcomes (Y).

FINDINGS AND DISCUSSION

Finding Learning Outcomes

The results of the frequency distribution of the Learning Outcomes variable can be seen in Table 1:

Table 1. Results of Frequency Distribution of Learning Outcome Variables

Category	Interval	Frequency	Percentage
Very good	91-100	0	0
Good	82-90	24	26,0
Simply	73-81	56	60,8
Not good	<73	12	13,2
Quantity		92	100

Source: Data processed (2024).

Source: Table 1. Most students have learning outcomes in the satisfactory category, namely 56 (60.8%) and found students have quite low learning outcomes, namely a total of 12 (13.2%), and found student B in the "good" category, found 24 people (26.0%) less than half of the students where the learning outcomes are good, cooperation between mentors is needed in order to understand student learning patterns so that they are able to plan learning with the needs of students in order to increase their learning outcomes.

Pedagogical competence

Table 2: Frequency Distribution of Educator Pedagogical Capability Variables

Category	Interval	Frequency	Percentage %
Very good	54 – 75	33	35,8
Good	41 – 53	29	31,5
Simply	28 – 40	16	17,5
Not good	15 – 27	14	15,2
Quantity		92	100%

Table 2 shows that educators' teaching expertise falls into the "very good" category, with 33 experienced teachers (35.8%). This means that educators' pedagogical skills can have a big impact on student learning outcomes. The excellent frequency distribution on this variable means that educators have skills in understanding students' conditions and characters, educators' skills in making teaching plans, educators' skills in delivering learning, educators' skills in assessing, and skills in developing students' potential. . That way, it can be understood that the teaching skills of educators are classified as very good.

Learning style

Tabel 3. Frequency Distribution of Learning Style Variables

Category	Interval	Frequency	Percentage%
Very good	33 – 45	40	43,5
Good	25 – 32	17	18,5

Simply	17 – 24	20	21,7
Not good	9 – 16	15	16,3
Quantity		92	100%

Source: Processed data, SPSS 2024.

Based on Table 3, it can be seen that the learning style of students is included in the very good category, namely 40 experienced people (43.5%). This means that the learning style of students can have a high impact on their learning outcomes. The frequency distribution is so good in this variable means that students have different learning styles. For this reason, it can be understood that the highest learning style is the visual learning style which is classified as very good. But there are still students who have a bad or poor learning style, so students are expected to recognize their own learning style. If students get the learning style they want, they will find it easier to learn.

Hypothesis testing

1) Impact of teaching competence and learning style on learning outcomes

H3: Pedagogical skills and learning styles have an influence on the learning outcomes of students of economic subjects at SMA Negeri 2 Tapung Hilir.

Table 4. F Test Results

NO		Quantity of Squares	Df	Average Square	F	Sig.
1.	Regression	100,358	3	33,453	3,302	,000 ^b
2.	Remaining	972,642	96	10,132		
	Total					

Source: SPSS processed data, 2024

The table above shows the calculated F value = 3.302 and F table = 3.09. By showing the value of $F > F$ table or $3.302 > 3.09$ and a significant value of $0.000 < 0.05$, it can be concluded that pedagogical skills and learning styles have an impact on the nature of learning outcomes.

1) The impact of teaching competence (X1) on learning outcomes (Y)

H1: Pedagogical skills have an impact on the learning outcomes of students in economics subjects at SMA Negeri 2 Tapung Hilir

Table 5. Test results

Variables No	<u>Standard no</u> <u>Coefficient</u>		<u>Standardized</u> <u>coefficient</u>	inquir y	White fish.
	B	Standard. Error	Beta		
1 Constant	8.231	2962		2779	.007
2 Opportunity mengajar	,272	.110	.253	2476	.015
3 Learning style	.322	,128	.323	2599	.011

Source: SPSS processed data, 2024

The t-test results of the calculation of the teaching expertise variable on student learning outcomes can be seen in Table 5. By using the calculation using the SPSS 22 program, it is known that the displaying ability variable (X1) has a t determination of $2.476 > t$ table = 1.986 and Sig value < 0.05 , so it is expected that H1 is accepted, which means that showing ability affects student mastery results. It means that the more teachers show ability, the more student learning outcomes, and vice versa.

1) The impact of learning style (X2) on learning outcomes (Y)

H2 : Learning styles have an impact on the learning outcomes of students in economic subjects at SMA Negeri 2 Tapung Hilir

By using the calculation using the SPSS 22 program, it is known that the learning style variable (X2) has a determined t value of $2.599 > t_{table} = 1.986$ and Sig value < 0.05 , it is expected that H2 is accepted, which means that learning style has an effect on student learning outcomes. This means that the more students realize their learning style, the better their learning outcomes will be, and vice versa.

Multiple regression equation

The multiple regression equation shows the ability of X1), learning style (X2) and learning outcomes (Y) by considering the number of coefficients in particular:

$$Y = 8,231 + 0,272X_1 + 0,322X_2$$

The values in the equation can be paraphrased as:

1. The constant value (a) is 8.231. if the value of teaching expertise and learning style is zero, learning outcomes = 8.321.
2. The value of the regression coefficient of the teaching expertise variable = 0.272 (27.2%) which means an increase of one unit of teaching expertise so that it will increase learning outcomes = 0.272 the conclusion that other variables remain.
3. The regression coefficient value of the teaching expertise variable = 0.322 (32.2%), which means that an increase of one unit of learning style will increase learning outcomes = 0.322, while other variables remain constant.

Coefficient of determination

The coefficient of determination is used to determine the extent of participation of the independent variable in the dependent variable. Can be seen in Table 7.

Table 4. 17 Coefficient of Determination (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,825 ^a	,680	,803	3,318

Source: SPSS processed data, 2024

Source: Table 7. The coefficient of determination explains the factors of pedagogical ability and mastery style on learning outcomes, the R Square value is 0.803. This shows that teaching methods and learning styles contribute = 80.3% to learning outcomes. Meanwhile, the excess learning outcome of 19.7% is caused by other factors not included in the test, such as framework, inspiration, and interest in learning.

CONCLUSIONS

Source Data analysis and hypothesis testing were carried out as exploratory findings of student learning outcomes. This means that the teaching skills possessed by a good educator will be able to help improve student learning resulting in an "inverted" classification for each student. The instructor's experience in evaluation and the instructor's experience in creating student potential means that the school has prepared qualified training personnel to address student problems, which will greatly affect student learning outcomes. Wahyuningsih explains that teachers' teaching expertise plays an important role in their attitude towards learning activities and learning outcomes. Students' learning exercises and learning outcomes are not determined by the school and the substance of its educational program, but by the teacher's expertise in educating and directing students.(Yanti et al., 2021) To ensure students learn at the highest possible level, competent educators will be able to plan their learning more effectively. In addition, other studies argue that educators' teaching skills can improve student learning outcomes (Sukirman, Masnun, et al., 2023)

Teaching skills are good when educators are able to understand students' needs and preferences towards educational activities, this becomes clear. (Sukirman, Baiti, et al., 2023) Instructors who know the breadth and depth of the material they will deliver to their students are the ideal individuals for their mental change. (Wulandari et al., 2021) Research conducted shows that the instructor's demonstration skills affect student acquisition outcomes.

From the results of data analysis and theoretical analysis, the mean learning style has an impact on student learning outcomes and a good category. This means that if students know their learning style well, it will also have a good impact on their learning outcomes, for example, educators in teaching activities practice direct observation, strengthening lecture material in class. Being able to be a good assistant, facilitating learning material for students who are proven to have a dominant learning style, namely visual. (Sutarmizi & Syarnubi, 2022) But educators also need to pay attention to students' kinesthetic and auditory learning styles so that educators can design good learning right to the needs of students. Objective: Helping students learn more optimally so that they can achieve better learning outcomes (Tayeb, 2017) Learning style is the easiest way in which individuals have the choice to adapt, organize and design the data they acquire. An understudy learning style is the way a student responds to and capitalizes on the excitement he or she gets when thinking. One thing we want to know is that every student learns and processes data in unexpected ways. During learning exercises, students need help and direction to recognize the learning style that is right for them and achieve their learning goals well. Learning style is how information can be well received by students. "Information received by students during learning must be matched between learning styles and methods used in learning activities so that student learning outcomes are maximized. Academic learning outcomes are certainly the desire of every student or component in learning activities. In (Ananda & Hayati, 2020; Nurlia, 2017; Utami & Gafur, 2015) explained that learning styles have an impact on student learning outcomes.

The Impact of Pedagogical Competence and Learning Style on Learner Learning Outcomes. The results of research sourced from data analysis and hypothesis testing provide evidence that teaching skills and learning styles affect student learning outcomes. (Sari et al., 2020) This means that if the teaching skills of educators and students' learning styles are good, their learning outcomes will also increase. Because if educators have good expertise in understanding the nature and conditions of students, especially their learning styles, students If they can understand what is meant by their learning style, then students will be able to match their learning style with the teaching methods offered by educators so that it will have a positive impact on their learning outcomes. Learning style means that information is acquired by the student in an appropriate way. "The information in question is found during training. It needs to be matched with the learning style and methods used during learning activities so that student learning outcomes are maximized. According to research by (Sakti et al., 2019) which states that teaching expertise and teaching style of educators are positively related to academic performance, learning outcomes are a form of educational achievement that students have during learning activities in the school environment. Regarding the opinion of (Linsiyah, Ani, Yulaeha, Siti & Budiaytra, Ketut, n.d.) said the results of his research that teaching skills and learning styles have a significant impact on learning outcomes.

REFERENCES

- Ali, Muhammad., & Syarnubi, Syarnubi. (2020). Dampak Sertifikasi Terhadap Kompetensi Pedagogik Guru (Studi Pemetaan (Pk) Gpai On-Line Tingkat Sma/Smk Provinsi Sumatera Selatan. *Tadrib: Jurnal Pendidikan Agama Islam*, 6(2).
- Alimron, Alimron., Syarnubi, Syarnubi., & Maryamah, Maryamah. (2023). Character Education Model in Islamic Higher Education. *AL-ISHLAH: Jurnal Pendidikan Islam*, 15(3).
- Anggara, B., Lesiana, F., Hilmi, F., Mardeli, M., Syarnubi, S., Soraya, N., ... & Puspita, L. (2024, April). Percent material learning design using the context of a freight train for the fifth-grade students. In *AIP Conference Proceedings* (Vol. 3058, No. 1). AIP Publishing.
- Ananda, R., & Hayati, F. (2020). *Variabel Belajar: Kompilasi Konsep*. Pusdikra Mitra Jaya.
- Arisca, Lestari, Syarnubi, Syarnubi. (2020). Pengaruh Kompetensi Kepribadian Guru PAI Terhadap

- Kecerdasan Emosional Siswa di SMP Negeri 06 Palembang." 295-308. *Jurnal PAI Raden Fatah*, 2(3), 295–308.
- Ballanie, Novia., Dewi, Mutia., & Syarnubi Syarnubi. (2023). Internalisasi Pendidikan Karakter pada Anak dalam Bingkai Moderasi Beragama. *Prosiding Seminar Nasional*, 1(1).
- Fauzi, Muhammad., Andriani, Hasty., & Syarnubi, Syarnubi. (2023). Budaya Belajar Santri Berprestasi Di Pondok Pesantren. *International Education Conference FITK*, 1(1).
- Febriyanti, Eka., Ismail, Fajri., & Syarnubi, Syarnubi. (2022). Penanaman Karakter Peduli Sosial di Smp Negeri 10 Palembang. *Jurnal PAI Raden Fatah*, 4(1), 39–51.
- Fitriyani, Ema. Dwi., Mansur, Abu., & Syarnubi, Syarnubi. Model Pembelajaran Pesantren dalam Membina Moralitas Santri di Pondok Pesantren SabilulHartati, Jasmeli., Achadi, Wasith., Syarnubi, Syarnubi., & Muhammad, M. N. (2022). Hubungan Prokrastinasi dan Dukungan Sosial Teman Sebaya Pada Mahasiswa Pendidikan Agama Islam FITK UIN Raden Patah Palembang. *Al-Mada: Jurnal Agama, Sosial, Dan Budaya*, 5(4), 612.
- Harto, Kasinyo & Syarnubi, Syarnubi. (2021). *Model Pengembangan Pembelajaran PAI Berbasis Living Values Education (LVE)*.
- Hawi, Akmal., & Syarnubi, Syarnubi. (2018). Remaja Pecandu Narkoba: Studi Tentang Rehabilitasi Integratif di Panti Rehabilitasi Narkoba Pondok Pesantren Ar-Rahman Palembang. *Tadrib: Jurnal Pendidikan Agama Islam*, 4(1), 99–119.
- Linsiyah, Ani, Yulaeha, Siti & Budiaytra, Ketut, A. . (n.d.). The Influence of Teachers' Professional Competence and Students' Learning Styles on The Learning Achievement of Students. *Jurnal Studi Guru Dan Pembelajaran*, 6(1).
- Malta, Malta., Syarnubi Syarnubi, & Sukirman Sukirman. (2022). Konsep Pendidikan Anak dalam Keluarga Menurut Ibrahim Amini. *Jurnal PAI Raden Fatah*, 4(2).
- Martina, Martina, Nyayu Khodijah, and Syarnubi. Syarnubi. (2019). "Pengaruh lingkungan sekolah terhadap hasil belajar siswa pada mata pelajaran pendidikan Agama Islam di SMP Negeri 9 Tulung Selapan Kabupaten OKI." *Jurnal PAI Raden Fatah*, Vol 1(2), 164–180.
- Misyuraidah, Misyuraidah, & Syarnubi, Syarnubi. (2017). Gelar Adat dalam Upacara Perkawinan Adat Masyarakat Komering di Sukarami Ogan Komering Ilir Sumatera Selatan. *Intizar*, 23(2).
- Nurahman, Nurahman., Oviyanti, Fitri., & Syarnubi Syarnubi. (2021). Hubungan Antara Kegiatan Ekstrakurikuler dengan Keaktifan Siswa dalam Berdiskusi di Sekolah Menengah Pertama Muhammadiyah 4 Palembang. *Jurnal PAI Raden Fatah*, 3(2), 166–175.
- Nurlia. (2017). Hubungan Antara Gaya Belajar, Kemandirian Belajar, dan Minat Belajar dengan Hasil Belajar Biologi Siswa. *Jurnal Pendidikan Biologi*, 6(2).
- Program, J., Administrasi, S., Sulfemi, W. B., & Supriyadi, D. (n.d.). *Pengaruh kemampuan pedagogik guru dengan hasil belajar ips*. 18(106), 1–19.
- Sakti, T. K., Hairunisya, N., & Sujai, I. S. (2019). Pengaruh Kapabilitas Pedagogik Pendidik dan Gaya Belajar Murid Pada Prestasi Belajar Murid Pada Mata Pelajaran IPS. *Jurnal Pendidikan Ilmu Sosial*, 28(1).
- Sari, Ema. Indira., Sukardi, Ismail., & Syarnub, Syarnubii. (2020). Hubungan Antara Pemanfaatan Internet Sebagai Media Pembelajaran Dengan Motivasi Belajar Siswa Pada Mata Pelajaran Akidah Akhlak Di Madrasah Tsanawiyah Negeri 1 Palembang. *Jurnal PAI Raden Fatah*, 2(2), hlm 205.
- Sukirman, Sukirman, Baiti, Masnun., & Syarnubi, Syarnubi. (2023). Konsep Pendidikan menurut Al-Ghazali. *Jurnal PAI Raden Fatah*, vol 5(3), 451–469.
- Sukirman, Sukirman., Masnun, Baiti., & Syarnubi, Syarnubi. (2023). Pendidikan Agama Islam dan Isu Kekerasan dalam Hak Asasi Manusia. *Jurnal PAI Raden Fatah*, 5(2), 433–448.
- Sutarmizi, Sutarmizi., & Syarnubi, Syarnubi. (2022). Strategi Pengembangan Kompetensi Pedagogik Guru Rumpun PAI di MTs Mu'alimunislamiyah Kabupaten Musi Banyuasin. *Tadrib*, 8(1), 56–74.
- Sofyan, F. A., Sartono, E., Badaruddin, K., Fauzi, M., Syarnubi, S., Oviyanti, F., ... & Sukirman, S. (2024, April). Analysis of Higher-Order Thinking Skill (HOTS) of Madrasah Ibtidaiyah students in solving open-ended mathematics problems. In *AIP Conference Proceedings* (Vol. 3058, No. 1).

- AIP Publishing.
- Syarnubi, Syarnubi. (2019a). Guru Yang Bermoral Dalam Konteks Sosial, Budaya, Ekonomi, Hukum Dan Agama (Kajian Terhadap UU No 14 Tahun 2005 Tentang Guru Dan Dosen). *Jurnal PAI Raden Fatah*, 1(1).
- Syarnubi, Syarnubi. (2019b). Profesionalisme Guru Pendidikan Agama Islam Dalam Membentuk Religiulitas Siswa Kelas IV di SDN 2 Pengayaran. *Tadrib: Jurnal Pendidikan Agama Islam*, 5(1), 89.
- Syarnubi, Syarnubi. (2020). Pendidikan Karakter pada Madrasah Aliyah Negeri 3 Palembang. *PhD Diss., UIN Reden Fatah Palembang*.
- Syarnubi, Syarnubi., & Ahmad Syarifuddin Sukirman Sukirman. (2023). Curriculum Design for the Islamic Religious Education Study Program in the Era of the Industrial Revolution 4.0. *AL-ISHLAH: Jurnal Pendidikan Islam*, 15(4).
- Syarnubi, Syarnubi., Alimron, Alimron., & Muhammad, Fauzi. (2022). *Model Pendidikan Karakter di Perguruan Tinggi*. CV. Insan Cendekia.
- Syarnubi, Syarnubi., Fauzi, Muhammad., Anggara, Baldi., Fahiroh, S., Mulya, A. N., Ramelia, D., Oktarima, Y., & Ulvya, I. (2023). Peran Guru Pendidikan Agama Islam dalam Menanamkan Nilai-Nilai Moderasi Beragama. *Prosiding Seminar Nasional*, vol 1(1), 113.
- Syarnubi Syarnubi. (2016). Manajemen Konflik dalam Pendidikan Islam dan Problematika: Studi Kasus di Fakultas Dakwah UIN-Suka Yogyakarta. *Tadrib: Jurnal Pendidikan Agama Islam*, 2(1), 151–178.
- Syarnubi Syarnubi. (2022). Penerapan Paradigma Integrasi-Interkoneksi dalam Peningkatan Mutu Lulusan. *Jurnal PAI Raden Fatah*, 4(4).
- Syarnubi Syarnubi. (2023). Hakikat Evaluasi dalam Pendidikan Islam. *Jurnal PAI Raden Fatah*, 5(2), 468–486.
- Syarnubi, S., Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, R. (2024, April). An analysis of student errors in solving HOTS mathematics problems based on the newman procedure. In *AIP Conference Proceedings* (Vol. 3058, No. 1). AIP Publishing.
- Tayeb, T. (2017). Analisis dan Manfaat Model Pembelajaran. *Jurnal Pendidikan Dasar Islam*, 4(2).
- Utami, P. S., & Gafur, A. (2015). Pengaruh Metode Pembelajaran Dan Gaya Belajar Siswa Terhadap Hasil Belajar Ips Di Smp Negeri Di Kota Yogyakarta. *Harmoni Sosial. Jurnal Pendidikan IPS*, 2(1).
- Wulandari, Yuniar., Misdar, Muh., & Syarnubi, Syarnubi. (2021). Efektifitas Peningkatan Kesadaran Beribadah Siswa MTS Al-Furqon Pampangan Kecamatan Pampangan Ogan Komering Ilir. *Jurnal PAI Raden Fatah*, 3(no.4), 406.
- Yanti, Santi. Hajri., Hawi, Akmal., & Syarnubi, Syarnubi. (2021). Pengaruh Penerapan Strategi Firing Line Terhadap Pemahaman Siswa Pada Mata Pelajaran Pendidikan Agama Islam Kelas VII di SMP N Sukaraya Kecamatan Karang Jaya Kabupaten Musi Rawas. *Jurnal PAI Raden Fatah*, vol 3(1), 55–65.