

Implementation of Active Learning in Multi-site Pai Learning at Sma Negeri 1 and Smk Negeri I Kotacane, Southeast Aceh District

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ABSTRACT

This study aims to analyze the Implementation of Active Learning in Islamic Religious Education Learning at SMA Negeri 1 and SMK Negeri 1 Kotacane, Southeast Aceh Regency. This research aims to reveal; 1) Planning of Active Learning Implementation in Islamic Religious Education Learning, 2) Implementation of Active Learning in Religious Education learning, 3) Evaluation of the Implementation of Active Learning in Islamic Religious Education learning at SMA Negeri 1 and SMK Negeri 1 Kotacane, Southeast Aceh Regency This research uses a type of qualitative research, with a critical discourse analysis approach, research data collection obtained by observation, interview and documentation techniques. To check the validity of the data using triangulation techniques, namely with credibility, transferability, dependability and confirmability. The results of this study there are three findings of this study, namely: 1) Planning of Active Learning Implementation in Islamic Religious Education learning, 2) Implementation of Active Learning Implementation in Islamic Religious Education learning, 3) Evaluation of Active Learning Implementation in learning Islamic Religious Education at SMA Negeri 1 and SMK Negeri 1 Kotacane, Southeast Aceh Regency. The majority experienced a significant increase in two aspects, namely cognitive and psychomotor aspects.

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INTRODUCTION

Education is a process of developing all aspects of human personality which includes knowledge, attitude values, and skills (Rahman, et al., 2022). With this, education is one of the most important aspects in the realm of improving human abilities (Syarnubi, 2020). In education there is an effort to gain knowledge from not knowing to knowing (Syarnubi, 2023). Education here is not only concerned with reading and writing, but more than that (Fauzi, M., Lestari, A.R.S., & Ali, 2023). Education is a process of interaction between educators and students that takes place in a certain environment (Fahri & Qusyairi, 2019). This interaction is called educational interaction, namely mutual influence between educators and students to achieve certain goals, namely educational goals (Pane, 2019). The most decisive component in the education system as a whole is the teacher (Syarnubi, 2019a). Because the implementation of education through school channels cannot be separated from the element of teachers as educators (Syarnubi, Syarifuddin, et al., 2023). Educators as a process and as a result in implementation really need an in-depth and conferefreshinsive study so that the process to achieve the results achieved can improve human dignity and dignity (Wicaksono & Iswan, 2019). An educator discusses the various learning methods that exist in education, where sometimes they have difficulty in choosing the right method to use according to the needs of students

and subjects (Ilyas & Syahid, 2018). The truth is that every learner has different abilities and backgrounds. Therefore, it is important to be able to manage education to match what is expected (Syarnubi, 2016).

However, to make it easier for educators to choose the right method, it can be measured by adjusting the media, material, class and conditions of students (Nuritta, 2018). If the whole is right and good, then the method used can also be called a good method. At this time the development of technology is increasing and cannot be avoided so that it affects many aspects including the world of education (Syarnubi, 2022). Technological developments that affect the development of education, so that several new things were born in the world of education (Maritsa, et al., 2021). This new thing initially only focused on the media field, but at this time it has spread to various aspects, so that it can provide added value and processes, products and structures or systems.

Humans must realize how important education is for future survival (Syarnubi, 2024). Education for human life is an absolute requirement that must be fulfilled throughout life. Education is absolutely impossible without a group of people being able to develop in line with ideals (Rahman, et al., 2022). Efforts to realize a learning atmosphere and learning process so that students always actively develop their potential to have religious spiritual strength, self-control, intelligence personality, noble character, and skills needed by themselves, society, nation and state (Raharjo, 2010). If we observe education in Indonesia, we will find that knowledge is a tool for memorization, the classroom still focuses on the teacher as a source of knowledge.

The potential and availability of land created by Allah, as well as the inability of the universe to disobey His orders, all lead humans to potentially utilize what Allah has subjected (Sopian, et al., 2022). The success of utilizing nature is the fruit of technology. Improving the quality of education is increasingly directed at expanding learning innovations in both formal and non-formal education in order to realize an efficient, fun and intellectual process according to the age, maturity, and developmental level of students (Darifah & Erihadiana, 2022).

The learning method is the flow used in the learning process to deliver material to students (Syarnubi et al., 2024). The use of effective methods in a subject will have a significant impact on student learning outcomes (Khotimah, 2017). However, to apply effective learning methods should be tailored to the needs and characteristics of students so as to create enjoyable learning (Syarnubi et al., 2021). The general principle of using learning methods is that not all learning methods are suitable for achieving all goals and under all conducive conditions, and fun learning strategies (Rohmah, 2017). Therefore, to achieve learning objectives must apply the components. These components include goals, materials, methods, teachers, students, evaluation and learning environment (Ningsih & Nurhayati 2022).

The learning process in the classroom has a close relationship between teachers, students, curriculum, facilities and infrastructure (Rawung, 2019). Efforts to determine the right strategy in the learning process as part of improving the quality of education (Syarnubi et al., 2022). A teacher must be able to choose the right learning strategy according to the material presented in the learning process in order to achieve educational goals (Hakim, et al., 2021). It is the teacher who has an important role in carrying out education and guidance (Syarnubi, Fauzi, et al., 2023). Teachers must have a variety of strategies and methods in achieving education and fostering their students (Buchari, 2018). Teachers have a big role and responsibility in applying the education contained in the curriculum into the form of daily teaching, using the available facilities and infrastructure (Fatmawati, 2021). One of the objectives of the scientific approach is to form intellectual abilities, train students in communicating ideas and so on (Hasan, 2019). Therefore, teachers are needed who are ready to foster and educate a generation that is more competent and able to compete in the era of globalization (Syarnubi, 2019b).

The learning process is a very complex activity, therefore it can take place effectively and efficiently if it has taken the form of communication between educators and students, both in the classroom, at home, and in certain community environments (Agus, 2015). One way to improve the quality of learning is to apply participatory learning methods and approaches, qualified teachers, a conducive educational environment and infrastructure relevant to the achievement of educational

goals (Wibowo, 2016). In general, learner-centered learning and teaching methods, strategies and techniques are more capable of empowering learning.

The activeness of learners in the classroom is very necessary because the working process of the memory system greatly helps the emotional development of learners (Syarnubi & Fahiroh, 2024). In Islam, the emphasis of the working process of the memory system on the significance of cognitive functions (aspects of aqidah) and sensory functions (senses) as important tools for learning is very clear. And the Qur'an proves how important it is to use the functions of the human creative and creative spheres in learning and achieving knowledge.

Allah says in Al-Isra' verse 36 which reads:

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ ۚ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ عَنْهُ سَأُولٌ

Meaning: "And do not familiarize yourselves with what you do not know, for surely hearing, distraction and reasoning will be questioned about it." (Q.S Al-Isra': 36).(Al-Qur'an, 2017)(Tafsir Tahlili, n.d.)

The learning command above must of course be implemented through cognitive processes. In this case, the memory system consisting of sensory memory, short-term memory, and long-term memory plays a very active role and determines the success or failure of a person in gaining knowledge and skills. In the above hadith, the Prophet implicitly instructs us to organize a learning activity that is easy, fun and not difficult. This is actually one method that is quite ideal and can provide optimal results. The world of education must make the latest innovations to advance existing education at this time. Not only in the field of curriculum or facilities and infrastructure, but also in other fields, such as the development of information technology in learning activities. In improving the quality of learning, one alternative that can be done by a teacher to activate student learning in the classroom by using Active Learning. This strategy can be applied to achieve maximum competence and achieve satisfactory learning outcomes.

Active learning is a teaching strategy that is discussed. It involves many factors that support the implementation of the strategy process itself, especially in teachers. When teachers do not pay attention to the factors that are influenced by students in teaching, the achievement of educational goals will not be achieved as it should. For this reason, a teacher who is able to apply a scientific approach in the learning process by using an active learning model is needed to create an active generation that can compete and achieve learning objectives. The importance of this research is carried out because of the relationship that occurs in an Islamic Religious Education learning where in fact Islamic Religious learning is not the main subject in students, this happens because learning activities are not varied, thus causing boredom of students in the learning process.

This research with a multi-site study design is basically a development of a case study. Case studies can be used to build credible and reliable evidence. This evidence can be analyzed, both from the perspective of phenomenalism (a view of phenomena that cannot be perceived) and phenomenology (a view of phenomena that can be perceived) carried out in a chain. Then, they are synthesized using various methods to generate theoretical conjectures, and even used as evidence to support or challenge established theories.

An appropriate design for such diverse settings is a multi-case study. A multisites study is conducted when researchers encounter multiple sites in the same context and setting. For example, the same level, the same organizational characteristics, the same main program, or the same economic and socio-cultural background. The main purpose of a multi-site study is to look for similarities in patterns, or to generate new propositions and theories from existing sites. The appropriate analysis used is a modified analytic induction analysis, in which the findings of the first site are induced to the second site. Furthermore, the results of the induction of these two sites are induced to the third site and so on, until they produce new patterns, propositions, or theories.

Active learning should empower all learners' potential to learn through various activities of speaking, listening, writing, reading and reflecting. Active learning demands dialogue both with oneself and others and requires real experience and observation. Thus active learning can be implemented by paying attention to several principles; (a) expanding the variety of learning experiences of students; (b) utilizing the advantages of interaction between students and other

people and with other learning resources; (c) providing opportunities for dialogue and direct experience.

The results of initial observations at SMA Negeri 1 Kotacane and SMK Negeri 1 Kotacane in Southeast Aceh that PAI teachers have used active learning strategies in the teaching and learning process. The existence of learning activities using various strategies of panel discussions, simulations, short film screenings, and so on. Implementation of Active Learning at school. Based on the above background, it is necessary to conduct an educational research. In this case the researcher wants to raise a topic that is broader and deeper than previous researchers and in accordance with the conditions currently faced in the school that the researcher is aiming for, therefore the researcher can formulate the research title "Implementation of Active Learning in Islamic Religious Education Learning at SMA Negeri 1 Kotacane and SMK Negeri 1 Kotacane Southeast Aceh".

METHODS

In this study, a research methodology using a qualitative approach was used. Which in this research the data obtained is not found through statistical procedures or in other forms. This qualitative research uses a multi-site study research design, namely as a direct data source and the researcher is the main source that determines the running of the research. This research is descriptive qualitative research. The researcher acts as the main instrument in data collection or key instrument. . Place or object of research Implementation of Active Learning in Islamic religious education learning at SMA Negeri 1 Kotacane and SMK Negeri 1 Kotacane Southeast Aceh. The data collection methods in this research are observation, interviews and documentation studies. Researchers To test the validity of the data triangulation is done. In qualitative research it is important to be carried out in a rigorous and methodical way to produce meaningful and useful results by means of credibility (credibility), transferability (transferability), dependability (reliable can be trusted), and confirmability (confirmation). In this study, there are two ways to analyze the data, namely: 1) Data Reduction; 2) Data Presentation; 3) Temporary Conclusion; 4) Cross Data Analysis. To strengthen the validity of the data from the research findings, the researcher refers to the four suggested validation standards and authenticity consisting of: 1) Trustworthiness, 2) Transferability, 3) Dependability 4) Firmness

FINDINGS AND DISCUSSION

1. Active Learning Planning Activities in PAI Learning at SMA Negeri 1 and SMK Negeri 1 Kotacane

The implementation of Active Learning in PAI lessons at SMA Negeri 1 and SMK Negeri 1 Kotacane will first be seen and assessed from the concept and implementation of Active Learning Implementation activities that have been designed in such a way that in practice it will become a habit (habit) of students in their activities at school. These habits at the next level will become a culture and become an inseparable part of the learners and the school environment. (Researcher Observation Results, n.d.) The habituation of Active Learning Implementation activities will be based on how long the Active Learning Implementation has been going on. The implementation of Active Learning in SMA Negeri 1 and SMK Negeri 1 Kotacane has been conducting learning activities using Active Learning Implementation in PAI lessons for a long time, until now it has been at the level of independent sharing, where the education unit has fully used Active Learning Implementation and has been able to develop its own teaching tools and transmit them to other schools.

SMA Negeri 1 and SMK Negeri 1 Kotacane have also followed and become part of the school program, creating an active space, active students and of course active teachers as well, besides that these two schools have a driving school program *Active Learning is a school that focuses on developing holistic student learning outcomes that include competencies (literacy and numeracy) and character, starting with excellent human resources (principals and teachers).*

These two schools are schools that when learning teachers have used active learning methods to increase student enthusiasm when learning, so yes we follow Active Learning, there are several stages that are passed and also several requirements and characteristics of a school that is classified as a teacher who applies active learning according to the lessons brought by the teacher, more or less, and this school: (1) Having a principal who understands the student learning process and is able to develop teachers; (2) Siding with students; (3) Producing student profiles; (4) Supporting the community and Implementing Active Learning" As for SMA Negeri 1 and SMK Negeri 1 Kotacane, currently it has been fully planned to use Active Learning Implementation, related to the planning of Active Learning activities that take place in SMA Negeri 1 and SMK Negeri 1 Kotacane. Later it will take place in the core learning process presented by GMPP (PAI Subject Teacher).

Active Learning in the environment of SMA Negeri 1 and SMK Negeri 1 is planned to be carried out in learning activities carried out in the field in addition to the field of course in the classroom can also apply the learning process using the Active Learning method. The active learning strategy planned in PAI learning aims: First, to increase insight and understanding of the subject matter. Second, to increase the active participation of students. Third, to foster students' motivation and interest in learning. Fourth, train students' critical thinking through discussions and during learning activities. Fifth, improve the ability to communicate ideas, thoughts and ideas.

The planning of active learning strategies in learning PAI for students in class VII A in the odd semester at SMA and SMK Negeri 1 Kotacane, Southeast Aceh Regency is expected as follows:

- a. Interactions that arise during the learning process will lead to positive interdependence where the consolidation of learned knowledge can only be obtained jointly through active exploration in learning.
- b. Each individual must be actively involved in the learning process and the teacher must obtain an assessment for each learner, so that there is individual accountability.
- c. This active learning process to run effectively requires a high level of cooperation so as to foster social skills.
- d. Facilitate the delivery of material.
- e. Provides another nuance in each activity

2. Implementation of Active Learning in PAI Learning at SMA Negeri 1 and SMK Negeri 1 Kotacane

The implementation of active learning strategies in PAI learning in SMA and SMK Negeri 1 Kotacane, Southeast Aceh Regency includes, objectives, benefits, things that teachers do so that students always feel comfortable and happy during the teaching and learning process. Another thing that fiqh teachers do is always provide motivation so that students take an active role in the PAI learning process.

In the learning process at SMA Negeri 1 and SMK Negeri 1 Kotacane, the teacher not only acts as a model or role model for the students he teaches, but also as a manager of learning. Thus, the effectiveness of the learning process lies on the shoulders of the teacher. Therefore, the success of a learning process is largely determined by the quality / ability of the teacher. In active learning, students play an important role in achieving optimal teaching and learning activities. This is because students are the main factor in creating dynamic learning. Seperti halnya guru, faktor-faktor yang dapat mempengaruhi proses pembelajaran dilihat dari aspek siswa meliputi latar belakang The student's background which includes the student's gender, place of birth, place of residence, socio-economic level of the student, from what family the student comes from and others, while seen from the nature of the student includes the basic abilities of knowledge and attitudes of the student.

The implementation of Active Learning in Learning using presentations first begins with formulating a problem that will be the subject matter in group discussions then presented for the next meeting. This method is applied in the hope that students can first look for references about the problem to be studied, through books in the school library, Islamic encyclopedias or from

internet downloads. In its implementation, the teacher also conveyed several assessments that became a reference when presenting in front of the class, including creativity, completeness of content / content of material and how to present the material. Furthermore, the presentation begins by listening to a brief explanation of the topic or material that will be used as presentation material by the teacher. Each group took turns presenting in front of the class and the other groups watched, listened and noted the important points of what had been presented.

The active learning method applied tries as much as possible to make students active, not teachers active. The teacher is only a facilitator who should direct the learning to the students to explore, observe, and finally draw conclusions from what they observe. There are many varieties of active learning. In essence, it is grouped into 3 namely: presentation, simulation and discussion. Teachers have also made efforts to get students actively involved in every lesson. To use all active learning methods, of course, it is adjusted to the condition of the class and the material that the teacher has taught.

The desire and courage of students to participate in the learning process is an important indicator in the implementation of active learning methods. This can be seen when students with their groups discuss the results of notes on the sub-chapters they master. Then students present the results of their discussion with their groupmates in front of the class from the material that has been obtained previously. Through these activities students become more stimulated to provide feedback, this is due to the learning process that has been carried out by the students themselves. It is the students who present the material then other students also provide input. The teacher only as a facilitator provides a problem then students solve it by thinking and looking for themselves from the problem.

In the Implementation of Active Learning in PAI Learning at SMA Negeri 1 and SMK Negeri 1 Kotacane, the teacher links teaching and learning activities in students' daily experiences, students tell or utilize their experiences, namely by applying what students learn in real life, teachers monitor student work, then teachers provide feedback. The teacher has also made the material delivered with the number of PAI lessons by looking at the semester and choosing suitable material to be included according to the level of difficulty of each.

The active learning method makes every student have the opportunity to learn something from the material they have mastered and then teach it to their group mates. In the closing activity, the teacher and students review the material that has been delivered by making conclusions together related to learning about the virtues of demanding knowledge. As a follow-up to learning, students are expected to be able to actualize the knowledge they have gained in their daily lives.

Besides taking place in the classroom, the PAI learning process also takes place outside the classroom. The places usually used for learning are usually the mosque near the school, the multi-purpose room and the outdoors. Learning outside the classroom is applied so that students do not feel bored with the existing situation and also adapted to the learning material. In each class at SMA Negeri 1 and SMK Negeri 1 Kotacane, there are also facilities such as tables and chairs, white boards, displays, projectors, and other media that support in the form of images, or audio-visual. In addition to learning media in the classroom, learning media that contains information related to the lesson is also needed. These media are in the form of books, magazines, newspapers, student work, computer equipment, the internet and so on. This aspect is already available in SMA Negeri 1 and SMK Negeri 1 Kotacane. In PAI lessons, for example, in the form of PAI books, Islamic encyclopedias, and other books supporting students, there are a large number not only in the school library but also in the Islamic room library.

The learning process of PAI in SMA Negeri 1 and SMK Negeri 1 Kotacane is not only emphasized on cognitive aspects that are memorized but also develops affective and psychomotor aspects. In general, the PAI learning process takes place naturally in the form of student work and experience activities, in this context the teacher directs the potential and abilities possessed so that students realize that what is learned will be useful in later life, besides that the teacher also prepares learning scenarios and prepares materials for teaching in

accordance with the material and chooses the right learning strategy to be implemented. In every PAI lesson, the strategy developed is active learning, but here the researcher only presents four examples of methods that are usually implemented by PAI teachers in SMA Negeri 1 and SMK Negeri 1 Kotacane.

3. Evaluation of Active Learning Implementation in PAI Learning at SMA Negeri 1 and SMK Negeri 1 Kotacane

The evaluation used by PAI teachers in the PAI learning process at SMA Negeri 1 and SMK Negeri 1 Kotacane is adjusted to the concept of active learning, namely evaluation conducted by teachers and students. This was revealed by Mr. Furqon that the evaluation conducted by students is intended to provide opportunities and review the results of the learning done. While the evaluation carried out by the teacher conducts self-contemplation by assessing the learning that has just been done by him and seeing all the shortcomings when teaching where the mistakes are so that no more mistakes occur in the next meeting.

Based on the evaluation, the fiqh teacher has successfully implemented active learning strategies. This can be proven by the answers of 20 respondents who stated that they were always motivated to study PAI subjects more actively, while 6 respondents who stated sometimes and 3 respondents who answered were not motivated. PAI teachers have successfully implemented active learning strategies, this can be proven by 23 respondents who stated that they always grow confidence to master fiqh, while those who stated sometimes 4 respondents, and never 2 respondents. PAI teachers have also successfully implemented active learning strategies, this can be proven by 21 respondents stating that they can read and write Arabic writing correctly, while sometimes 7 respondents who cannot are 1 respondent. The fiqh teacher has successfully implemented active learning strategies, it is evident that 23 respondents answered that they could and those who answered sometimes were 5 respondents who answered that they could not 1 respondent. The fiqh teacher has also successfully applied active learning strategies, it is evident that 21 respondents answered that they always practice it in their daily lives and sometimes 8 respondents, who never 0 respondents.

CONCLUSION

Active Learning planning, which is carried out in SMA and SMK Negeri 1 Kotacane Babussalam Sub-district, Southeast Aceh Regency, is that the teacher prepares teaching materials before conducting the learning process. The implementation of Active Learning in Islamic Religious Studies at SMA and SMK Negeri 1 Kotacane Babussalam District, Southeast Aceh Regency which has been examined in three aspects at once namely planning, implementation and evaluation has been fully used in both schools. The evaluation of Active Learning in Islamic Religious Education subjects at SMA and SMK Negeri 1 Kotacane mostly experienced a significant increase in two aspects, namely cognitive and psychomotor aspects. The affective aspect is less improved. The significant increase in student learning outcomes is due to the implementation of diagnostic assessments and effective differentiated learning, because teachers of SMA and SMK Negeri 1 Kotacane are equipped with pedagogical competencies by diligently reading educational books, reading and writing scientific papers, following actual news from the news media, and attending training with good communication and providing regular explanations.

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