TADRIB : Jurnal Pendidikan Agama Islam
Vol. 10, 1 (Juni, 2024), pp. 675-685
ISSN: 2477-5436 EISSN: 2549-6433, DOI: https://doi.org/10.19109/tadrib.v10i1

HOTS-Based Islamic Education Learning (Study at MTs Negeri 2 Palembang on Fiqh Subject)

Ermis Suryana[1], Nazarudin[2]
[1]Universitas Islam Negeri Raden Fatah Palembang; ermissuryana_uin@radenfatah.ac.id
[2]Universitas Islam Negeri Raden Fatah Palembang; nazarudin@gmail.com

ARTICLE INFO

Keywords:
Hots; Based Islamic Education Learning; Fiqh.

Article history:
Received 2023-05-14
Revised 2023-07-12
Accepted 2023-12-30

ABSTRACT

The results of the PIRLS, PISA, and TIMSS studies show that the reading skills of Indonesian students are still relatively low. Given that one of the indicators of critical thinking skills is a high interest in reading, this is clearly a global issue. One of the necessary changes is to revise curriculum elements, including the learning process. The learning process needs to be strengthened to become more effective, efficient, enjoyable, and meaningful, in order to improve the quality of learning outcomes and prioritize students' critical thinking, rather than just conveying facts. This article aims to examine the implementation of HOTS-based PAI learning, focusing on Fiqh subjects at MTsN 2 Palembang. This research uses a qualitative approach, with data collection methods including interviews and documentation. The results show that HOTS-based Fiqh learning at MTsN 2 Palembang is built on several key indicators: planning, implementation, and evaluation. Planning starts with creating a HOTS Guidebook using the 3M concept and formulating HOTS-based lesson plans, which began in the even semester of the 2018-2019 academic year, incorporating PPK and 4C content. In the implementation, teachers prepare students to reach the HOTS level, beginning with apperception in the C1 (memorization), C2 (understanding), and C3 (application) stages. The learning model used is problem-based instruction, where teachers present Fiqh-related problems for students to analyze, evaluate, and solve either individually or in groups. The evaluation carried out by the teacher includes daily tests, holistic assessments (AH), end-of-semester assessments (PAS), and end-of-year assessments (PAT).

Corresponding Author:
Ermis Suryana,
Universitas Islam Negeri Raden Fatah Palembang; ermissuryana_uin@radenfatah.ac.id

INTRODUCTION

Progress in International Reading Literacy Study (PIRLS) is an international study in the field of reading in fourth grade elementary school children around the world under the coordination of The International Association for the Evaluation of Educational Achievement (IEA) based in Amsterdam, Netherlands (Syarnubi, 2023). An overview of the PIRLS study results shows that the average reading achievement score of Indonesian students is 405, ranking fifth from the bottom, above Qatar (353), Kuwait (330), Morocco (323), and South Africa (302). Most Indonesian children's reading achievement is weak in terms of: (1) identifying, distinguishing, and pointing out details of events in reading passages, (2) interpreting and integrating ideas between passages, (3) recognizing and interpreting pictorial language and abstract messages, (4) examining and evaluating story structure, and (5) explaining the relationship between actions, events, and feelings in reading passages.

Table 1. Average Reading Achievement Scores of PIRLS 2006 Participating Countries

No.	Country/Territory	GNI (US $)	Average Score
1	Qatar	41,000	353
2	Kuwait	30,630	330
3	Russian Federation	5,780	565
4	South Africa	5,390	302
5	Romania	4,850	489
6	Bulgaria	3,990	547
7	Macedonia, Rep.	3,060	442
8	Iran, Islamic Rep.	3,000	421
9	Morocco	1,900	323
10	Georgia	1,560	471
11	**Indonesia**	**1,420**	**405**
12	Moldova, Rep	1,100	500
	Mean	**8,640**	**429**

Source: OECD PIRLS 2007

Next, the Program for International Student Assessment (PISA) is a study developed by several developed countries in the world that are members of the Organization for Economic Cooperation and Development (OECD) based in Paris, France. Indonesia has participated in this program since 2000 and was first followed by 43 participating countries. PISA research in literacy, mathematics, and science showed that Indonesia ranked in the bottom 10 out of 65 countries.

The Trends in International Mathematics and Science Study (TIMSS) is an activity of the International Association for Evaluation of International Achievement (IEA), an organization engaged in the assessment and measurement of education based in the Netherlands. TIMSS showed that Indonesian students ranked very low in the ability to (1) understand complex information, (2) theory, analysis and problem solving, (3) use of tools, procedures and problem solving and (4) conduct investigations (Depdiknas, 2005).

Table 2. Distribution of Mathematics Score Achievement in TIMSS 2007

Ranking	Country	Average Age	Avarage Score
1.	China, Taipe	8	598
2.	Korea Selatan	8	597
3.	Singapore	8	593
4.	Hongkong	8	572
5.	Jepang	8	570
6.	Hongaria	8	517
7.	Inggris	9	513
8.	Rusia	7 atau 8	512
9.	Amerika	8	508
10.	Lituania	8	506
11.	Republik Czech	8	504
12.	Slovenia	7 atau 8	501
	TIMSS Scale Avg		*500*
13.	Armenia	8	499
14.	Australia	8	496
15.	Swedia	8	491
16.	Malta	9	488
17.	Skotlandia	9	487
18.	Serbia	8	486

Ranking	Country	Average Age	Avarage Score
19.	Italia	8	480
20.	Malaysia	8	474
21.	Norwegia	8	469
22.	Cyprus	8	465
23.	Bulgaria	8	464
24.	Israel	8	463
25.	Ukrania	8	462
26.	Rumania	8	461
27.	Bosnia & Herzegovina	8 atau 9	456
28.	Lebanon	8	449
29.	Thailand	8	441
30.	Turki	8	432
31.	Jordania	8	427
32.	Tunisia	8	420
33.	Georgia	8	410
34.	Republik Islam Iran	8	403
35.	Bahrain	8	398
36.	Indonesia	8	397
37.	Syria	8	395
38.	Mesir	8	391
39.	Aljazair	8	387
40.	Maroko	8	381
41.	Colombia	8	380
42.	Oman	8	372
43.	Palestina	8	367
44.	Botzwana	8	364
45.	Kuwait	8	354
46.	El Salvador	8	340
47.	Saudi Arabia	8	329
48.	Ghana	8	309
49.	Maroko	8	307

Source: IEA TIMSS 2008

From the data above, it is known that the reading skills of Indonesian students are low, because the essence of reading is to have the ability to think critically. This problem certainly encourages the need for changes to the curriculum in Indonesia. One of the elements of change in the 2013 curriculum is the strengthening of the learning process (Syarnubi, S., Syarifuddin, A., & Sukirman, 2023). Through strengthening the learning process, it is expected to improve the quality of learning more effectively, efficiently, enjoyably, and meaningfully, so as to improve the quality of achievement of learning outcomes and prioritize students' critical thinking (not just conveying factual) (Syarnubi, 2022). In reality, there are still many teachers who do not understand HOTS. This can be seen in the formulation of indicators, objectives, as well as learning activities and their assessment in the learning design made and the implementation of the learning process (Syarnubi, 2019). Teachers must be able to develop and convert from learning that is still Lower Order Thinking Skill (LOTS) to Higher order thinking Skill (HOTS), and this must be started since designing the Learning Implementation Plan (RPP) (Syarnubi, S., Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, 2024).

The implementation of the 2018 National Examination (UN) for the Senior High School (SMA) and Madrasah Aliyah (MA) levels was attended by around 1,812,565 SMA and MA students throughout Indonesia. In that year, the implementation of the UN caused many problems that went viral on social media. Many complaints were about the difficulty of the questions given, especially Mathematics questions. The Minister of Education and Culture during Muhadjir Effendy's tenure on one occasion stated that the weight on UNBK questions, especially Mathematics and Natural Sciences subjects, was indeed different from the usual assessment. The Ministry of Education has begun to apply international standards, both for Mathematics questions, literacy and for Natural Sciences, which require high reasoning power, or Higher order thinking Skills (HOTS).

Higher order thinking skills (HOTS) is a program developed as an effort by the Ministry of Education and Culture through the Directorate General of Teachers and Education Personnel (DG GTK) in an effort to improve the quality of learning and improve the quality of graduates (Syarnubi, 2024). This program was developed following the policy direction of the Ministry of Education and Culture which in 2018 has integrated Strengthening Character Education and Higher order thinking skills (HOTS) oriented learning (Syarnubi, S., Mansir, F., Purnomo, M. E., Harto, K., & Hawi, 2021).

Meanwhile, the Director of PAI of the Ministry of Religious Affairs of the Republic of Indonesia during the term of Dr. Amin Haedari, said that the learning of Islamic Religious Education (PAI) needs to be strengthened in increasing competence, especially for students. In 2016, PAI learning competencies mostly only reached the application (applying), from knowledge (remembering) and understanding (understanding) (Syarnubi, S., Alimron, A., & Muhammad, 2022). This is still categorized as low order thinking. This competency, according to him, must increase to higher order thinking (Syarnubi, S., & Fahiroh, 2024).

Learning competencies are increased to analyzing, evaluating, and creating. Amin Haedari, quoting a statement from the book The Age of Discovery, that "social development that has been very complex is faster than the capacity of knowledge". The development of community life is very fast both in change and the complexity of its phenomena, not proportional to the strengthening of human knowledge capacity (Syarnubi, S., Mansir, F., Purnomo, M. E., Harto, K., & Hawi, 2021). This needs to be a concern for PAI personnel in improving the competence of PAI teachers. In this regard, PAI learning can advance if it is built by PAI teachers who have high creativity (Syarnubi, S., Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... & Ulvya, 2023).

According to some experts, the definition of high-level thinking skills, one of which is from Resnick, is a complex thinking process in deciphering material, making conclusions, building representations, analyzing, and building relationships by involving the most basic mental activities. These skills are also used to underline various higher-order processes according to Bloom's taxonomy levels. According to Bloom, skills are divided into two parts. The first is low-level skills that are important in the learning process, namely remembering, understanding, and applying, and the second is classified into high-level thinking skills in the form of analyzing, evaluating, and creating skills. Higher order thinking skills are closely related to thinking skills in accordance with the cognitive, affective, and psychomotor domains which become a unity in the learning and teaching process (Syarnubi, 2016). Learning objectives in the cognitive domain according to Bloom are all learning activities into 6 levels according to the lowest to highest leve (Sajidan., 2017).

Table 3. Cognitive Process according to Bloom's cognitive level

Cognitive Processes			Description
C1	L O T S	Remember	Retrieves relevant knowledge from memory
C2		Understand	Contruct meaning from the learning proces including oral, written and pictorial communicatio
C3		Apply	perform or use procedures in unfamiliar situations
C4	H O T	Analyze	Breaking material down into its parts and determining how those parts are connected to other and to the overall structure or purpose

C5	S	Evaluate/ Assess	Make judgements based on criteria or standars
C6		Create	Putting elements together to form a coherent or functional whole, rearranging elements into a new pattern or structure.

Anderson and Krathwoll through the revised taxonomy have a series of processes that show cognitive complexity by adding dimensions of knowledge, such as: Factual knowledge, Conceptual knowledge, Procedural knowledge, and Metacognitive knowledge (Anderson, L.W, & Krathwohl, 2010).

From some of the literature, HOTS-based learning studies that focus on PAI subjects have not been widely discussed by previous researchers. Therefore, through the data and phenomena described above, the author would like to try to study HOTS-based PAI Learning with the object of research at Madrasah Tsanawiyah (MTs) Negeri 2 Palembang and focused on Fiqh Subject which is a family of PAI Subjects. mic values more effectively compared to conventional teaching methods.

METHODS

This study uses a qualitative research approach, with the intention of describing, revealing, and implementing HOTS-based Fiqh learning which includes learning planning, learning process, as well as the results and evaluation of Fiqh learning itself.

Data collection methods through interviews and documentation. The main objects interviewed in this study are educators or teachers who are the field implementers of HOTS-based Fiqh learning. In addition, the head of the curriculum and the head of the madrasa as reinforcement and complementary data were also interviewed. Documentation taken is learning documents such as HOTS books, lesson plans, and student assessment sheets.

FINDINGS AND DISCUSSION

The results showed that HOTS-based Fiqh Learning at MTsN 2 Palembang has several indicators. These indicators are divided into 3 parts consisting of planning, implementation and evaluation.

Learning planning for Fiqh maps at MTsN 2 Palembang is in the form of making lesson plans (Learning Implementation Plans) which are made before the learning semester begins. The lesson plans made are lesson plans that are in accordance with national standards in the 2013 curriculum which contains PPK (strengthening character education), 4C (creative, critical thinking, collaborative, and communicative). The development of lesson plans is done by adding HOTS questions that will be discussed in the lesson. The Fiqh material in each lesson plan is holistic, meaning that it does not only contain one topic of Fiqh learning with the aim that students can collaborate on interconnected Fiqh knowledge. The lesson plans are developed during the weekly teachers' working group (KKG). This KKG is a madrasah program to equip and try to equalize the ability of teachers in conducting learning. KKG discusses learning methods, quick tips and tricks in developing contextualized learning materials. The next finding is the RTL (follow-up plan) made by teachers to accommodate students who have not completed learning and evaluation.

The evaluation conducted by the teacher is in the form of daily tests, holistic assessment (AH), end of semester assessment (PAS), end of year assessment (PAT), which includes HOTS questions. The results of these exams will be analyzed to determine the weaknesses of the teacher as an educator and also the weaknesses of students from the item analysis. Students who have not completed the test will get a re-understanding of the material so that they can master the material.

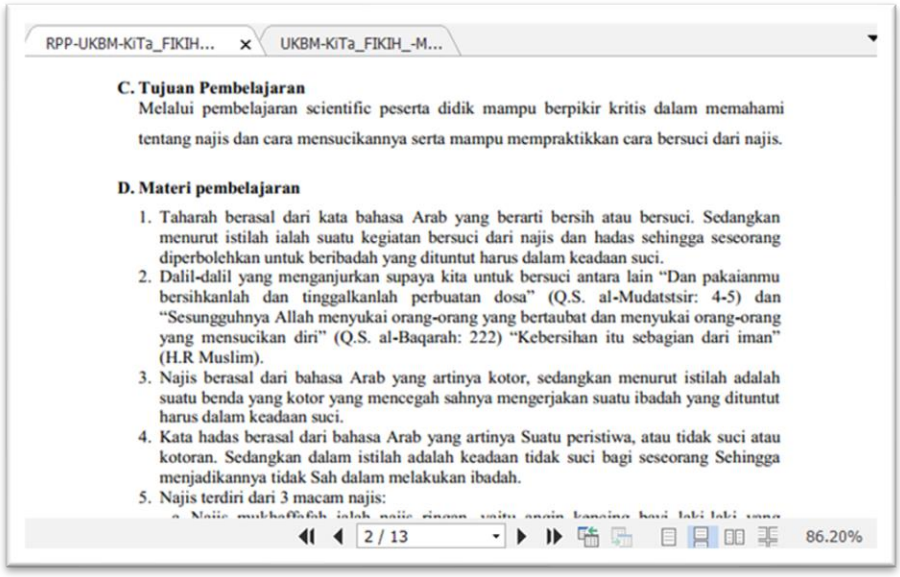
No.	Research Focus	Research Result
1	HOTS-based learning planning in Fiqh subject	1. Making HOTS manuals and lesson plans in accordance with national standards in the 2013 curriculum with PPK and 4C

		content. 2. HOTS questions in lesson plans. 3. Fiqh material is holistic. 4. The lesson plan is developed during the KKG. 5. There is an RTL (follow-up plan).
2	Implementation of HOTS-based learning in Fiqh subjects	1. Beginning with apperception in the scope of C1, C2, and C3. 2. Core Activities: (a) Using the Problem Based Instruction model, with discussion, observation, and practice methods. (b) Student centered. (c) Students can analyze, assess, make decisions, and conclude to present the results. 3. Closing Activity 4. Reflection and reinforcement by the teacher..
3	Evaluation of HOTS-based learning in Fiqh subject	1. Daily test, 2. Holistic assessment (AH))

HOTS-based Fiqh learning in this study is learning in which students can think at a higher level. HOTS-based learning has several indicators. HOTS-based learning indicators are:

1. Writing learning objectives that will be achieved in the lesson plan.
2. Reviewing the Basic Competencies (KD).
3. Formulate Competency Achievement Indicators (IKK) using Operational Verbs (KKO) at the C4 to C6 level that can be measured.
4. Using active learner-oriented learning strategies in order to trigger learners to think at a higher level.
5. Prepare learning media according to the context.
6. Implement a scientific approach consisting of 5M, namely observing, questioning, gathering information, reasoning/associating, and communicating.
7. Doing Brain Gym in between lessons.
8. Directing the use of concepts in daily life.
9. Using more varied models and methods, leading to cooperative, communicative, collaborative, creative, innovative learning, building critical thinking skills, and problem solving.
10. Carry out assessment of learning outcomes with HOTS questions to determine the achievement of indicators that have been determined.

From some of the indicators above, we can examine the HOTS Guidebook and Fiqh lesson plans in MTsN 2 Palembang, here are the details:



RPP-UKBM-KiTa_FIKIH... × UKBM-KiTa_FIKIH_-M...

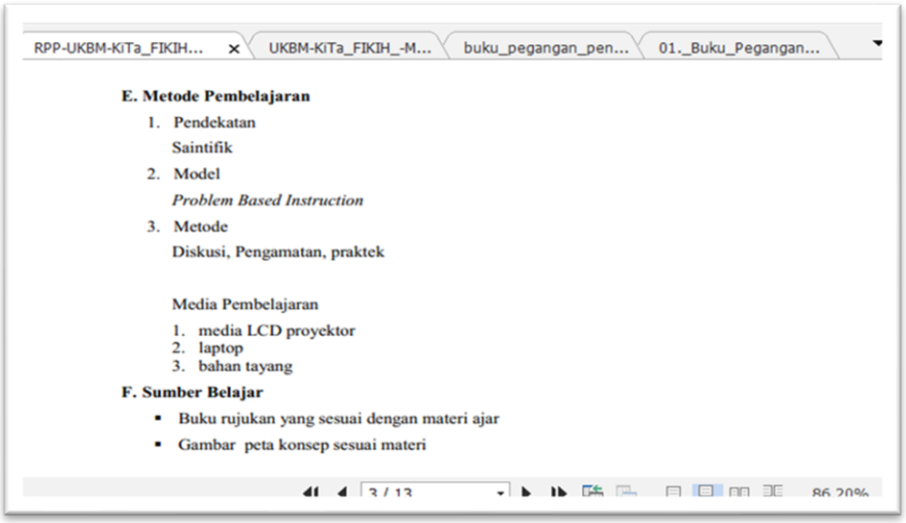
C. Tujuan Pembelajaran

Melalui pembelajaran scientific peserta didik mampu berpikir kritis dalam memahami tentang najis dan cara mensucikannya serta mampu mempraktikkan cara bersuci dari najis.

D. Materi pembelajaran

1. Taharah berasal dari kata bahasa Arab yang berarti bersih atau bersuci. Sedangkan menurut istilah ialah suatu kegiatan bersuci dari najis dan hadas sehingga seseorang diperbolehkan untuk beribadah yang dituntut harus dalam keadaan suci.
2. Dalil-dalil yang menganjurkan supaya kita untuk bersuci antara lain "Dan pakaianmu bersihkanlah dan tinggalkanlah perbuatan dosa" (Q.S. al-Mudatstsir: 4-5) dan "Sesungguhnya Allah menyukai orang-orang yang bertaubat dan menyukai orang-orang yang mensucikan diri" (Q.S. al-Baqarah: 222) "Kebersihan itu sebagian dari iman" (H.R Muslim).
3. Najis berasal dari bahasa Arab yang artinya kotor, sedangkan menurut istilah adalah suatu benda yang kotor yang mencegah sahnya mengerjakan suatu ibadah yang dituntut harus dalam keadaan suci.
4. Kata hadas berasal dari bahasa Arab yang artinya Suatu peristiwa, atau tidak suci atau kotoran. Sedangkan dalam istilah adalah keadaan tidak suci bagi seseorang Sehingga menjadikannya tidak Sah dalam melakukan ibadah.
5. Najis terdiri dari 3 macam najis:

2 / 13 86.20%



RPP-UKBM-KiTa_FIKIH... × UKBM-KiTa_FIKIH_-M... buku_pegangan_pen... 01._Buku_Pegangan...

E. Metode Pembelajaran

1. Pendekatan
   Saintifik
2. Model
   Problem Based Instruction
3. Metode
   Diskusi, Pengamatan, praktek

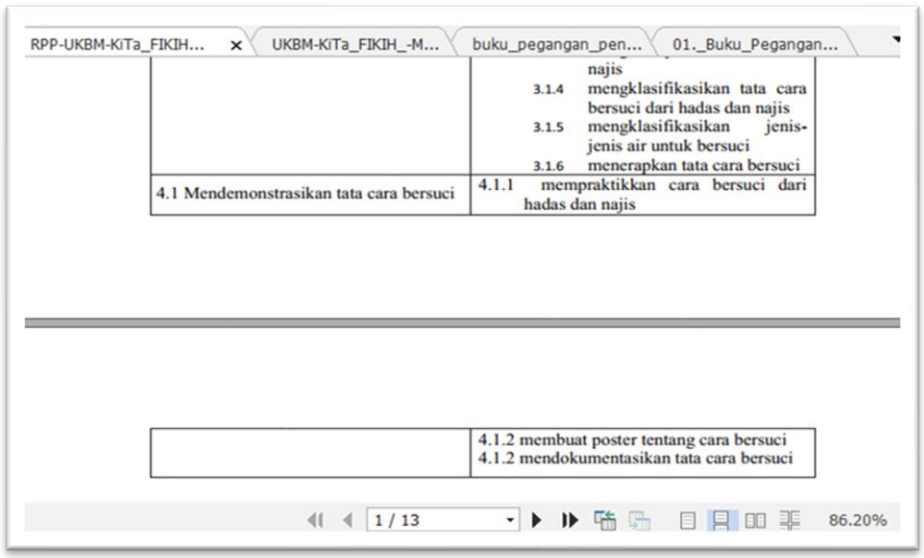
Media Pembelajaran

1. media LCD proyektor
2. laptop
3. bahan tayang

F. Sumber Belajar

- Buku rujukan yang sesuai dengan materi ajar
- Gambar peta konsep sesuai materi

3 / 13 86.20%

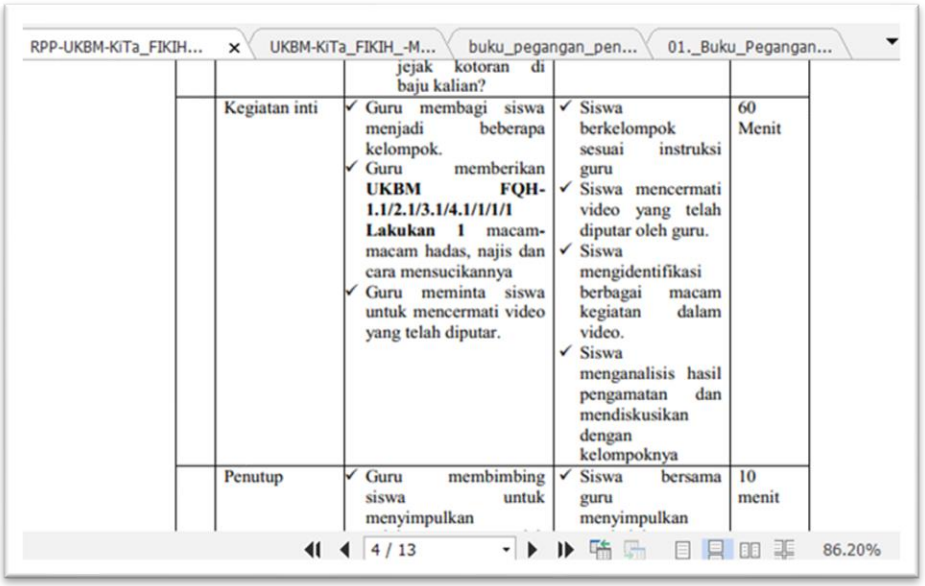


RPP-UKBM-KiTa_FIKIH... × UKBM-KiTa_FIKIH_-M... buku_pegangan_pen... 01._Buku_Pegangan...

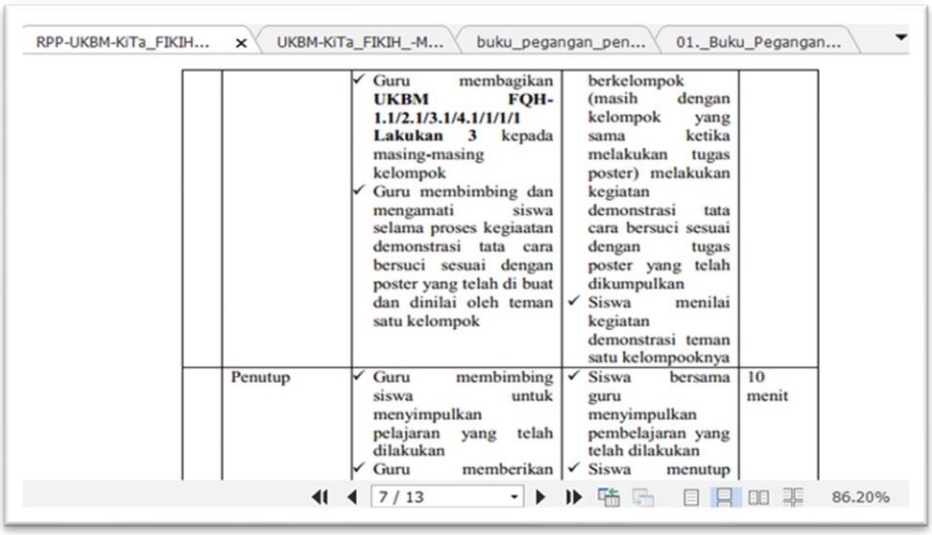
	najis 3.1.4 mengklasifikasikan tata cara bersuci dari hadas dan najis 3.1.5 mengklasifikasikan jenis-jenis air untuk bersuci 3.1.6 menerapkan tata cara bersuci
4.1 Mendemonstrasikan tata cara bersuci	4.1.1 mempraktikkan cara bersuci dari hadas dan najis

	4.1.2 membuat poster tentang cara bersuci 4.1.2 mendokumentasikan tata cara bersuci

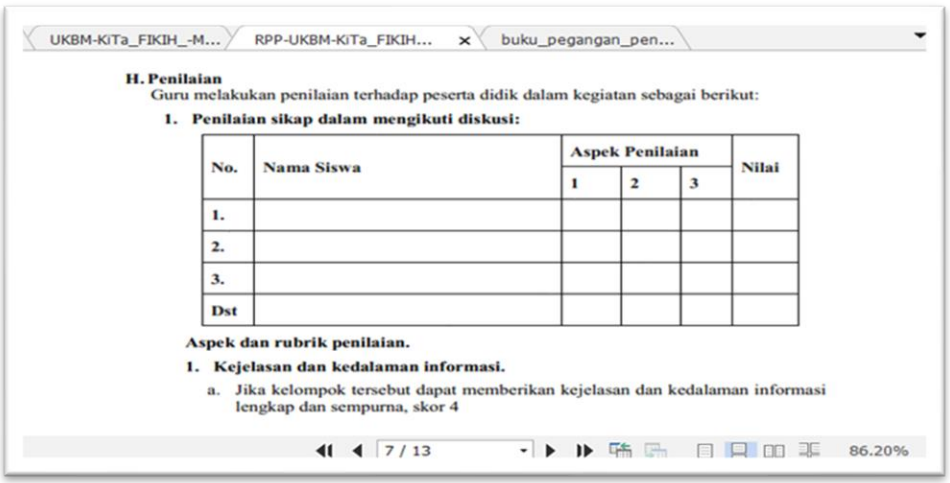
1 / 13 86.20%



		jejak kotoran di baju kalian?		
	Kegiatan inti	✓ Guru membagi siswa menjadi beberapa kelompok. ✓ Guru memberikan **UKBM FQH-1.1/2.1/3.1/4.1/1/1/1 Lakukan 1** macam-macam hadas, najis dan cara mensucikannya ✓ Guru meminta siswa untuk mencermati video yang telah diputar.	✓ Siswa berkelompok sesuai instruksi guru ✓ Siswa mencermati video yang telah diputar oleh guru. ✓ Siswa mengidentifikasi berbagai macam kegiatan dalam video. ✓ Siswa menganalisis hasil pengamatan dan mendiskusikan dengan kelompoknya	60 Menit
	Penutup	✓ Guru membimbing siswa untuk menyimpulkan	✓ Siswa bersama guru menyimpulkan	10 menit



		✓ Guru membagikan **UKBM FQH-1.1/2.1/3.1/4.1/1/1/1 Lakukan 3** kepada masing-masing kelompok ✓ Guru membimbing dan mengamati siswa selama proses kegiaatan demonstrasi tata cara bersuci sesuai dengan poster yang telah di buat dan dinilai oleh teman satu kelompok	berkelompok (masih dengan kelompok yang sama ketika melakukan tugas poster) melakukan kegiatan demonstrasi tata cara bersuci sesuai dengan tugas poster yang telah dikumpulkan ✓ Siswa menilai kegiatan demonstrasi teman satu kelompooknya	
	Penutup	✓ Guru membimbing siswa untuk menyimpulkan pelajaran yang telah dilakukan ✓ Guru memberikan	✓ Siswa bersama guru menyimpulkan pembelajaran yang telah dilakukan ✓ Siswa menutup	10 menit



H. Penilaian

Guru melakukan penilaian terhadap peserta didik dalam kegiatan sebagai berikut:

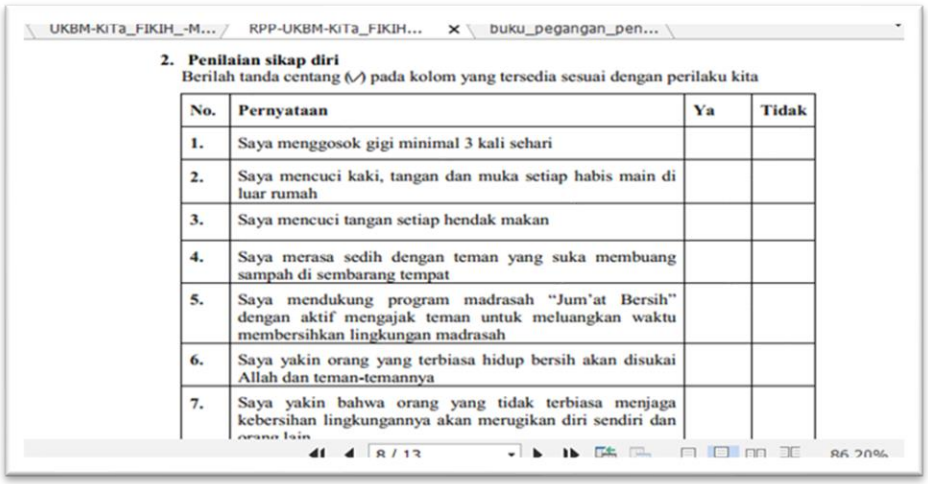
1. Penilaian sikap dalam mengikuti diskusi:

No.	Nama Siswa	Aspek Penilaian			Nilai
		1	2	3	
1.					
2.					
3.					
Dst					

Aspek dan rubrik penilaian.

1. Kejelasan dan kedalaman informasi.

a. Jika kelompok tersebut dapat memberikan kejelasan dan kedalaman informasi lengkap dan sempurna, skor 4



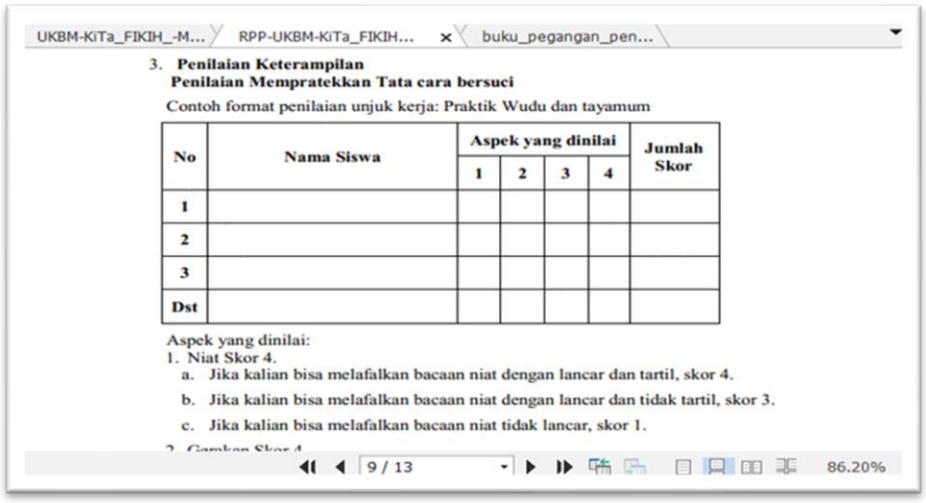
UKBM-KiTa_FIKIH_-M... RPP-UKBM-KiTa_FIKIH... buku_pegangan_pen...

2. Penilaian sikap diri

Berilah tanda centang (✓) pada kolom yang tersedia sesuai dengan perilaku kita

No.	Pernyataan	Ya	Tidak
1.	Saya menggosok gigi minimal 3 kali sehari		
2.	Saya mencuci kaki, tangan dan muka setiap habis main di luar rumah		
3.	Saya mencuci tangan setiap hendak makan		
4.	Saya merasa sedih dengan teman yang suka membuang sampah di sembarang tempat		
5.	Saya mendukung program madrasah "Jum'at Bersih" dengan aktif mengajak teman untuk meluangkan waktu membersihkan lingkungan madrasah		
6.	Saya yakin orang yang terbiasa hidup bersih akan disukai Allah dan teman-temannya		
7.	Saya yakin bahwa orang yang tidak terbiasa menjaga kebersihan lingkungannya akan merugikan diri sendiri dan orang lain		

8 / 13 86.20%



UKBM-KiTa_FIKIH_-M... RPP-UKBM-KiTa_FIKIH... buku_pegangan_pen...

3. Penilaian Keterampilan

Penilaian Mempratekkan Tata cara bersuci

Contoh format penilaian unjuk kerja: Praktik Wudu dan tayamum

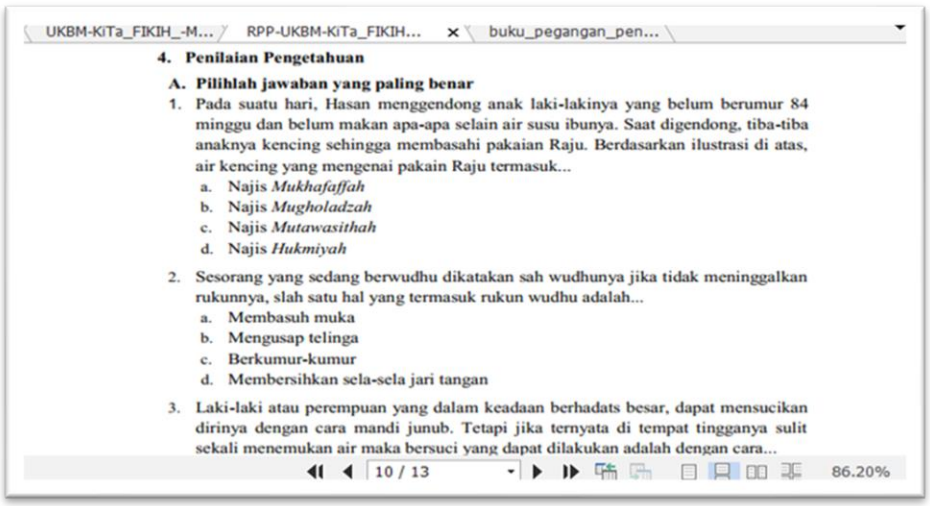
No	Nama Siswa	Aspek yang dinilai				Jumlah Skor
		1	2	3	4	
1						
2						
3						
Dst						

Aspek yang dinilai:

1. Niat Skor 4.
   a. Jika kalian bisa melafalkan bacaan niat dengan lancar dan tartil, skor 4.
   b. Jika kalian bisa melafalkan bacaan niat dengan lancar dan tidak tartil, skor 3.
   c. Jika kalian bisa melafalkan bacaan niat tidak lancar, skor 1.

2. Gerakan Skor 4

9 / 13 86.20%



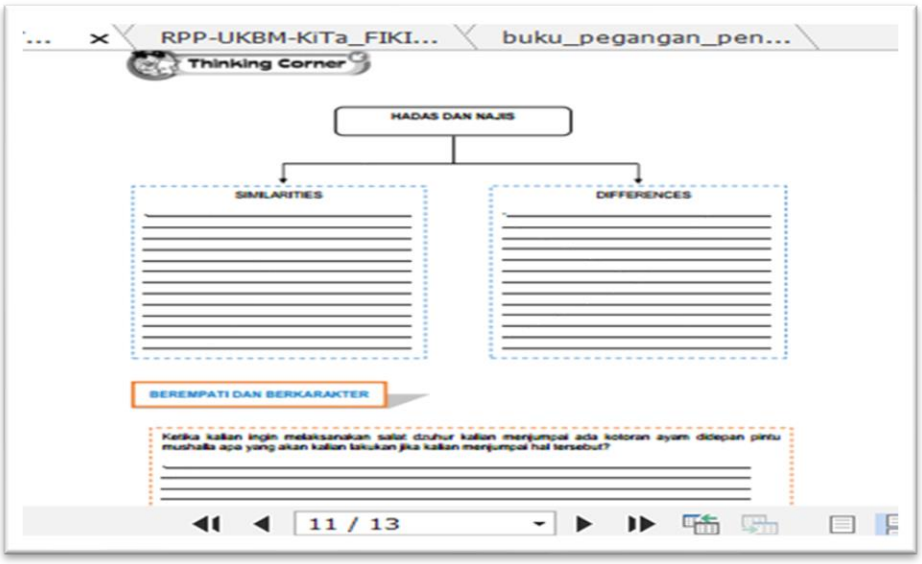
UKBM-KiTa_FIKIH_-M... RPP-UKBM-KiTa_FIKIH... buku_pegangan_pen...

4. Penilaian Pengetahuan

A. Pilihlah jawaban yang paling benar

1. Pada suatu hari, Hasan menggendong anak laki-lakinya yang belum berumur 84 minggu dan belum makan apa-apa selain air susu ibunya. Saat digendong, tiba-tiba anaknya kencing sehingga membasahi pakaian Raju. Berdasarkan ilustrasi di atas, air kencing yang mengenai pakain Raju termasuk...
   a. Najis *Mukhafaffah*
   b. Najis *Mugholadzah*
   c. Najis *Mutawasithah*
   d. Najis *Hukmiyah*
2. Sesorang yang sedang berwudhu dikatakan sah wudhunya jika tidak meninggalkan rukunnya, slah satu hal yang termasuk rukun wudhu adalah...
   a. Membasuh muka
   b. Mengusap telinga
   c. Berkumur-kumur
   d. Membersihkan sela-sela jari tangan
3. Laki-laki atau perempuan yang dalam keadaan berhadats besar, dapat mensucikan dirinya dengan cara mandi junub. Tetapi jika ternyata di tempat tingganya sulit sekali menemukan air maka bersuci yang dapat dilakukan adalah dengan cara...

10 / 13 86.20%



CONCLUSION

From the discussion of HOTS-based Fiqh learning at MTs Negeri 2 Palembang, it can be concluded as follows: (1) HOTS-based Fiqh learning planning at MTs Negeri 2 Palembang is in the form of HOTS Guidebook and making lesson plans in accordance with the 2013 curriculum with PPK and 4C content. (2) The implementation of HOTS-based Fiqh learning is divided into 3 parts, namely: The teacher prepares students to reach the HOTS level by starting with apperception in the scope of C1 (memorization), C2 (understanding), and C3 (application). The model used in HOTS-based learning is problem-based instruction. The teacher gives problems about Fiqh material to students in the form of group or individual problems. Students also analyze, assess, and make decisions and conclude to present the results of their work. In the closing activity, students are invited to recall the learning outcomes as a reflection and reinforced by the teacher. The teacher also delivered the PPK. (3) The evaluation carried out by the teacher is in the form of daily tests, holistic assessment (AH), end-of-semester assessment (PAS), and end-of-year assessment (PAT). The results of these exams will be analyzed to determine the weaknesses of the teacher as an educator and also the weaknesses of students from the item analysis.

REFERENCES

Anderson, L.W, & Krathwohl, D. R. (2010). *Kerangka Landasan untuk Pembelajaran, Pengajaran, dan Asesmen*. Pustaka Pelajar.

Depdiknas. (2005). *Rencana strategis Departemen Pendidikan Nasional 2005-2009*. Pusat Informasi dan Humas Depdiknas.

Sajidan., A. &. (2017). *Stimulasi Keterampilan Tingkat Tinggi*. UNSPRESS.

Syarnubi, S., & Fahiroh, S. (2024). Shame Compensation in Islamic and Psychological Perspectives. *Tadrib: Jurnal Pendidikan Agama Islam*, *vol.10*(no.1), hlm. 12-31.

Syarnubi, S., Alimron, A., & Muhammad, F. (2022). *Model Pendidikan Karakter di Perguruan Tinggi*. CV. Insan Cendekia Palembang.

Syarnubi, S., Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, R. (2024). An analysis of student errors in solving HOTS mathematics problems based on the newman procedure. *In AIP Conference Proceedings*, *vol.3058*(no.1).

Syarnubi, S., Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... & Ulvya, I. (2023). Peran Guru Pendidikan Agama Islam dalam Menanamkan Nilai-Nilai Moderasi Beragama. *In International Education Conference (IEC) FITK*, *vol.1*(no.1), pp.112-117.

Syarnubi, S., Mansir, F., Purnomo, M. E., Harto, K., & Hawi, A. (2021). Implementing Character

Education in Madrasah. *Jurnal Pendidikan Islam*, *vol.7*(no.1), hlm.77-94.

Syarnubi, S., Syarifuddin, A., & Sukirman, S. (2023). Curriculum Design for the Islamic Religious Education Study Program in the Era of the Industrial Revolution 4.0. Al-Ishlah. *Al-Ishlah: Jurnal Pendidikan*, *vol.15*(no.4), 6333–6341.

Syarnubi. (2024). *Filsafat Pendidikan Islam Suatu Pengantar Untuk Memahami Filsafat Pendidikan Islam Lebih Awal (S. Fahiroh, Y. Oktarima, & N. Soraya, eds.)*. Palembang: Anugrah Jaya.

Syarnubi, S. (2016). Manajemen Konflik Dalam Pendidikan Islam dan Problematikanya: Studi Kasus di Fakultas Dakwah UIN-SUKA Yogyakarta. *Tadrib*, *vol.2*(no.1), hlm.151-178.

Syarnubi, S. (2019). Profesionalisme Guru Pendidikan Agama Islam dalam Membentuk Religiusitas Siswa Kelas IV di SDN 2 Pengarayan. *Tadrib*, *vol.5*(no.1), hlm. 87-103.

Syarnubi, S. (2022). Penerapan Paradigma Integrasi-Interkoneksi dalam Peningkatan Mutu Lulusan. *Jurnal PAI Raden Fatah*, *vol.4*(no.4), hlm.375-395.

Syarnubi, S. (2023). Hakikat Evaluasi dalam Pendidikan Islam. *Jurnal PAI Raden Fatah*, *vol.5*(no.2), hlm.468-486.