

## INNOVATIVE APPROACHES OF ISLAMIC RELIGIOUS EDUCATION TEACHERS TO ENHANCE STUDENT LEARNING ENTHUSIASM

<sup>1</sup>Reni Marlana, <sup>2</sup>Rahmat Alpan Wira Cahyadi, <sup>3</sup>Muslih Hidayat, <sup>4</sup>Imam Hambali

<sup>1</sup>Universitas Islam Nusantara Al-Azhaar Lubuklinggau.

Email: [1renimarlena@uin-al-azhaar.ac.id](mailto:renimarlena@uin-al-azhaar.ac.id)

<sup>2</sup>Universitas Islam Nusantara Al-Azhaar Lubuklinggau.

Email: [2rahmatalpan@uin-al-azhaar.ac.id](mailto:rahmatalpan@uin-al-azhaar.ac.id)

<sup>3</sup>Universitas Islam Nusantara Al-Azhaar Lubuklinggau.

Email: [3muslihhidayat@uin-al-azhaar.ac.id](mailto:muslihhidayat@uin-al-azhaar.ac.id)

<sup>4</sup>Universitas Islam Nusantara Al-Azhaar Lubuklinggau.

Email: [4imamhambali2022@gmail.com](mailto:imamhambali2022@gmail.com)

**Abstract** *Islamic Religious Education (IRE) plays an essential role in shaping the character and morality of students. This article discusses the innovative approaches IRE teachers apply to enhance students' enthusiasm for learning. This study aims to explore various creative methods that can be implemented in IRE teaching to motivate students to be more active and enthusiastic in participating in lessons. This research uses a qualitative descriptive approach. The descriptive study aims to provide an in-depth overview of the innovative methods employed by Islamic Religious Education teachers to increase students' enthusiasm for learning. Data was collected through interviews, observations, and documentation. The validity of the data was ensured through triangulation techniques, which validated the gathered information. Data analysis was performed using the interactive methods of Miles and Huberman, which involve four stages: data collection, data reduction, data presentation, and conclusion.*

**Keywords:** *Innovative approaches, Islamic Religious Education, student enthusiasm, qualitative research, teaching methods, motivation.*

### Introduction

Islamic Religious Education (IRE) plays a crucial role in shaping students' character and morality. IRE is a medium for conveying religious teachings and a means to develop ethical, spiritual, and social values that align with Islamic principles. However, despite the significant impact of IRE on student development, there are still many challenges, particularly concerning students' low enthusiasm for participating in this subject (Jannah, 2024).

The phenomenon of low student interest in Islamic Religious Education (IRE) is caused by several factors, including teaching approaches that lack innovation and are irrelevant to students' real-life experiences. IRE often focuses more on theory and memorization without providing space for the practical application of religious values in daily life. The material presented usually appears abstract, making it difficult for students to feel connected to what they are learning (Yaumi & Rahayu, 2024). Furthermore, the advancement of information technology and globalization affect the mindset and lifestyle of the younger generation, distancing them from the traditional

values taught in IRE (Fandir, 2024). Therefore, it is crucial to identify the factors that influence low student enthusiasm and find appropriate solutions.

Based on this phenomenon, the research questions in this study are: (1) What are the factors that contribute to the low enthusiasm of students toward Islamic Religious Education (IRE)?; (2) How can innovative approaches in IRE teaching enhance students' enthusiasm and interest in learning?; (3) What teaching models can be implemented to make IRE material more relevant and engaging for students? This research aims to (1) Identify the factors influencing the low enthusiasm of students toward IRE lessons; (2) Propose innovative approaches that can be applied in IRE teaching to increase student interest and engagement; (3) Analyze the effectiveness of teaching models that can make IRE lessons more relevant to students' daily lives.

This study presents a significant novelty: the development of innovative approaches in Islamic Religious Education (IRE) by utilizing technology and interactive methods that have not been widely applied in teaching IRE, especially in the subject of Aqeedah and Akhlak. One of the proposed approaches is integrating digital technology, such as interactive learning applications and social media, with contextual learning methods that link religious values to the social situations students face. Therefore, this approach not only focuses on the theoretical aspects but also allows students to apply religious teachings in their daily lives. This research is expected to offer a new model for IRE teaching that is more engaging, relevant, and capable of enhancing student involvement.

In this modern era, approaches based on science and technology are also starting to be applied in religious education. Jailani and Suyadi (2021) argue that Islamic Religious Education can be enriched with a neuroscience-based approach, which helps students better remember and understand religious teachings. This approach aligns with the need to connect learning to students' everyday life contexts, enabling them to see the relevance of religious teachings in their lives. Furthermore, Nusaibah and Bustam (2023) emphasize the importance of technology in IRE teaching, which can create a more interactive and engaging learning experience. Using innovative learning applications and media can help students better understand abstract material, thus increasing their interest and engagement in learning.

Several studies also support the importance of innovation in the approaches to IRE teaching. A study by Julaeha (2019) highlights that the character education curriculum integrated into IRE can strengthen moral and ethical values among students. In this context, developing a curriculum focused on character education is crucial in shaping students who understand religious teachings and apply them in their daily lives. Another study by Slamet (2023) emphasizes that the direction of the Islamic Religious Education curriculum, based on character education, plays a significant role in the development of children's character. This suggests that character education should be the primary focus in IRE teaching so that students can grow into individuals with good character.

Additionally, a study by Halima (2023) shows that Islamic Religious Education plays an important role in shaping children's personalities. Through religious education, students deeply understand religious values, teachings, and principles, which are expected to shape their character. In this regard, it is important to integrate innovative teaching methods relevant to students' life contexts so that they can become more engaged and motivated in learning. Therefore, innovative approaches to teaching IRE, particularly in Aqeedah and Akhlak, that combine technology and character education are essential to improve the quality of religious education in Indonesia.

### **Research Method**

This study uses a qualitative descriptive approach with field research. The research aims to explore the factors contributing to the low enthusiasm of students in Islamic Religious Education (IRE) and to analyze the application of innovative approaches to enhance student motivation and understanding. The research was conducted at MTs Swasta Al-Azhaar Lubuklinggau, focusing on students attending Aqeedah and Akhlak lessons. Data was collected through observations, interviews, and questionnaires administered to students and teachers to identify the factors causing low interest in learning. Afterward, an innovative approach, which includes the use of technology and contextual methods relevant to student's daily lives, was applied in the teaching of Aqeedah and Akhlak. Data analysis followed the interactive model developed by Miles and Huberman (2009), which consists of three stages: data reduction, data presentation, and conclusion.

### **Discussion**

#### **Factors Causing Low Student Enthusiasm in PAI Learning**

Factors causing low student enthusiasm in learning Islamic Religious Education (PAI) can come from various aspects, both internal and external. Here are some of the main factors:

#### **Less Innovative Teaching Approaches**

Based on interviews with teachers of the Aqidah Akhlak subject at Al-Azhaar Private MTs Lubuklinggau, the learning methods are still dominated by lectures and memorization, especially in conveying noble moral values and aqidah teachings. Teachers revealed that limited time and resources prevented implementing more interactive methods. Students stated that this method tends to be boring because it does not involve them actively. The observations made by researchers in class show that students listen more without being engaged in discussions or activities that stimulate their critical thinking. Furthermore, the results of the documentation in the form of lesson plans and teacher notes show a lack of variation in teaching strategies, with little use of learning aids such as visual media or digital technology.

Research by Noor and Abadi (2022) shows that learning processes that are abstract and rote-oriented do not encourage students to think critically, which

contributes to low levels of high-level thinking skills. This is in line with the findings of Alfarisi (2022) , who states that teacher-centered learning results in low student learning motivation. A more innovative and interactive approach is needed to increase student involvement in PAI learning. Furthermore, Yusmar and Fadilah (2023) emphasized that learning still carried out conventionally, without linking the material to real-life contexts, can result in students' low interest and understanding of the material being taught. Therefore, it is essential to adopt more interesting and relevant learning methods, such as digital media and project-based learning, which have been proven effective in increasing interest in learning.

Using digital learning media, such as educational videos and interactive applications, can help create a more enjoyable and interactive learning atmosphere. Research by Rosadi (2023) shows that educational video media can increase students' self-efficacy and make learning more enjoyable. Apart from that, Karimah (2024) emphasized that using digital learning media is expected to improve the quality of learning and student learning outcomes. Thus, to overcome the low enthusiasm of students in learning PAI, a more innovative and interactive teaching approach is needed, as well as the use of learning media appropriate to the characteristics of students and the context of their lives.

### **Lack of Relevance of Material to Real Life**

The results of the interviews showed that students felt that the Akidah Akhlak material was not always relevant to the problems they faced every day. For example, discussions about morals with parents or the importance of maintaining trust are often conveyed without being linked to students' actual experiences, such as interactions at home or in the school environment. Observations support this finding, where students tend to be passive when the material is not contextualized to their lives. Documentation of teaching materials shows the minimal use of contextual examples close to the reality of students in Lubuklinggau so that the moral values taught do not make an impression on their behavior.

Research by Solissa (2024) shows that contextual learning can encourage student motivation because they can see directly the relevance of learning to their daily lives. When students can see the practical application of what they are learning, their intrinsic motivation to learn increases because they feel interested and personally connected to the subject matter being taught. This aligns with research by Krisnawati and Asfahani (2022), which emphasizes the importance of using actual media in learning Aqidah Akhlak to help students relate the material to their experiences. Therefore, educators need to develop teaching methods that convey theory and relate the material to the context of students' lives.

Relevant learning media, such as animated films or videos that depict real situations, can also help students understand and apply moral values in their lives. Research by Putri (2023) shows that animated films as a medium for teaching Aqidah Akhlak can increase students' understanding of the material. Thus, it is essential to

integrate a contextual approach into PAI learning so that students can be more involved and understand the relevance of the material to their lives.

### **The Influence of Technology and Globalization**

The teacher mentioned that technology often becomes a distraction when learning Aqidah Akhlak. Observations show that some students use cell phones for personal activities during lessons. However, interviews with students revealed they were more interested in Akidah Moral lessons if the teacher utilized technology, such as motivational videos, stories of characters with commendable morals, or interactive learning applications. Documentation shows that the use of technology in teaching Aqidah Akhlak in this school is still minimal.

The research findings indicate that traditional approaches to teaching Akidah Akhlak are ineffective in capturing students' interest. The lack of innovative methods and relevance to students' daily lives makes Akidah Akhlak's lessons monotonous. On the other hand, the influence of technology, which can often be a distraction, holds great potential to be leveraged in learning. Teachers can enhance students' enthusiasm by integrating technology into teaching, such as videos about exemplary figures with commendable morals or interactive digital applications.

The research findings recommend innovations in Akidah Akhlak learning at MTs Swasta Al-Azhaar Lubuklinggau. Teachers are encouraged to implement contextual teaching methods by connecting Akidah Akhlak values with students' daily lives, using case studies from their surroundings. Additionally, using technology, including inspirational videos or educational applications, is suggested to present moral values more engagingly. Furthermore, collaborative approaches, such as group discussions or simulations, are recommended to enhance student participation and involvement. With these steps, Akidah Akhlak learning can become more relevant, engaging, and meaningful for students, enabling them to understand religious values theoretically and apply them in their daily lives.

### **Ways to Enhance Student Enthusiasm through Innovative Approaches in Akidah Akhlak Learning**

Based on interviews, observations, and documentation at MTs Swasta Al-Azhaar Lubuklinggau, several innovative approaches were identified to enhance student enthusiasm in Akidah Akhlak learning. These approaches address the challenges of low student enthusiasm caused by monotonous teaching methods that lack relevance to their daily lives.

#### **Contextual Approach**

Teachers can relate the values of Aqidah Akhlak to students' daily lives. Interviews with students show they are more interested in learning related to situations they experience, such as the importance of maintaining trust in friendships or showing good morals in the school environment. Observations noted an increase in student engagement when teachers provided real examples relevant to their lives, such as local stories or real cases in the community. This approach allows students to

see the relevance of religious values to the social problems they face so that learning feels more meaningful.

Research by Rivaldi (2022) indicates that contextual learning can significantly enhance student enthusiasm, mainly when the material taught is relevant to their experiences and challenges in daily life. Teachers can create a more engaging and interactive learning environment by connecting Akidah Akhlak values to students' life contexts.

Using relevant learning media, such as videos or stories that describe real situations, can also help students understand and apply moral values in their lives. Research by Beider (2022) shows that engaging media can increase student motivation and involvement in learning. Thus, it is essential to integrate a contextual approach in PAI learning so that students can be more involved and understand the relevance of the material to their lives.

### **Utilization of Technology**

The use of technology in learning has proven effective in capturing students' interest. Based on interviews, students felt more motivated when teachers incorporated educational videos, interactive visual stories, or creatively designed religion-based applications. Observations revealed that students appeared more enthusiastic when teachers presented motivational videos about exemplary figures, such as stories of Prophet Muhammad SAW or his companions. Additionally, documentation indicated that using digital learning applications provides variety in material delivery and encourages students to engage in independent learning.

The utilization of technology in Islamic education, particularly in Akidah Akhlak learning, presents new opportunities to enhance the quality of education. According to Nusaibah and Bustam (2023), technology can create engaging interactive learning media, such as integrating TikTok with appropriate techniques and methods for Akidah Akhlak lessons. By leveraging platforms familiar to students, the learning process becomes more relevant and appealing to them. Similarly, Saufi (2024) highlights that technology, including the metaverse, can open new avenues in Islamic education, enabling students to engage in more immersive and interactive learning experiences. This demonstrates that teachers can create a more dynamic and engaging learning environment by employing the right technology.

### **Discussion and Collaboration Methods**

The group discussion or case study method is also an effective method. Interviews with teachers revealed that students were more actively involved when allowed to discuss the application of moral values in specific contexts, such as how to show manners on social media or maintain tolerance in the school environment. Observations noted that this method encourages students to think critically and share experiences with each other so that they are more involved in learning. With

collaboration, students feel more valued and have a contribution to the learning process.

The use of discussion methods in Islamic Education (PAI) learning can significantly enhance student engagement. According to Irawan and Romelah (2022), discussions enable students to actively participate in the learning process and gain a deeper understanding of the material. In the context of Akidah Akhlak learning, discussions on moral and ethical values relevant to students' daily lives can help them internalize religious teachings more effectively.

### **Project-Based Approach**

A project-based approach in Akidah Akhlak learning encourages students to apply religious values through hands-on activities and collaborative projects actively. By involving students in real-world tasks, such as organizing charity events, creating digital content about moral values, or designing community service initiatives, they understand and practice the teachings of Akidah Akhlak in their daily lives. This method promotes critical thinking, creativity, and teamwork, making learning more engaging and meaningful. Additionally, project-based learning provides opportunities for students to connect theoretical knowledge with practical applications, fostering a deeper appreciation of the subject.

A project-based learning approach involving students in practical activities also effectively boosts enthusiasm. Observations reveal that students are more engaged when creating digital posters about the importance of commendable morals or producing short videos showcasing Akidah Akhlak's values in everyday life. Teachers noted that such activities increase students' interest and help them internalize moral values more deeply.

The use of technology in these projects is also crucial. Students can collaborate more efficiently and share their creations by leveraging digital applications and platforms. Research by Wisanti (2024) indicates that digital poster assignments can reinforce concepts, foster creativity, and enhance students' communication skills. Therefore, integrating technology into project-based approaches can enrich students' learning experiences and make education more meaningful. Educators must implement this approach in Islamic Education (PAI) to ensure students actively engage and feel a sense of contribution in the learning process.

### **Delivering Material through Inspirational Stories**

Presenting Akidah Akhlak material through inspirational stories effectively captures students' attention and enhances their understanding. Stories about exemplary figures, such as Prophet Muhammad SAW and his companions, provide relatable and memorable lessons on moral values. By engagingly narrating these stories, teachers can create a deeper emotional connection, making the values taught more impactful. Furthermore, incorporating visual aids like videos or illustrations can

amplify the storytelling experience. This approach increases students' enthusiasm and helps them internalize and apply the values in their daily lives.

Innovative approaches, such as contextual learning, the use of technology, collaborative discussions, project-based learning, and delivering material through inspirational stories, have proven effective in enhancing student enthusiasm at MTs Swasta Al-Azhaar Lubuklinggau. Teachers are encouraged to adopt these methods to create Akidah Akhlak lessons that are more relevant, interactive, and applicable. As a result, students comprehend moral values theoretically and develop the ability to apply them in their daily lives. Implementing these approaches also provides a more meaningful learning experience, making students feel more engaged and enthusiastic in the learning process.

### **The Impact of Innovative Approaches on Students' Motivation and Understanding**

Applying innovative approaches to Akidah Akhlak learning significantly enhances students' motivation and understanding of the material. Contextual learning, for instance, helps students connect religious values to their daily lives, making the lessons more relatable and meaningful. Integrating technology, such as digital media and interactive applications, fosters creativity and encourages active participation, while collaborative discussions and project-based learning promote teamwork and critical thinking. Additionally, presenting materials through inspirational stories engages students emotionally, helping them internalize moral values more effectively. These combined approaches boost enthusiasm and ensure a deeper and more practical understanding of Akidah Akhlak, enabling students to apply the values in real-life situations.

### **Enhancing Student Motivation**

Interviews with a student from MTs Swasta Al-Azhaar revealed that they felt more motivated to participate in lessons after the teacher implemented innovative approaches such as contextual learning, collaborative discussions, and the use of technology. The student expressed that these methods made learning more engaging and relevant to their daily lives. Observations also highlighted an increase in motivation, as seen in the active involvement of students during the learning process. Previously, many students were passive listeners, but after adopting innovative approaches, more students actively participated in discussions, asked questions, and shared their opinions.

Research by Hadzami and Maknun (2022) highlights that variations in learning models, including using more interactive methods, can significantly boost student motivation. This aligns with findings showing that students are more engaged when given opportunities to participate actively in the learning process. Teachers interviewed also acknowledged changes in student attitudes, noting that students appeared more enthusiastic and showed excellent initiative in understanding the material more deeply. This is supported by documentation of student activities, which

shows an increase in the number of well-completed assignments after implementing innovative approaches.

### **Increasing Student Understanding**

The student's understanding of the values of Akidah Akhlak has also significantly improved after the innovative approach was implemented. Based on the observations made by the researcher, it was noted that the students could provide concrete examples of applying ethical values in daily life, such as maintaining trust, being honest, and respecting parents. The interview results showed that the students found it easier to understand abstract concepts after the material was delivered in a more practical way, such as through educational videos, inspirational stories, or group discussions.

The documentation results, in the form of student evaluations, also show an improvement in understanding. The formative tests conducted before and after implementing the innovative approach indicate that the average student score increased by 20%. For example, in maintaining trust, students could explain the definition and provide examples of its application in their lives, such as not spreading a friend's secrets or completing tasks assigned by the teacher.

Using technology in learning, such as educational videos and interactive applications, also helps students understand complex concepts more engagingly. Research by Leuwol (2023) shows that applying technology in learning can increase students' learning motivation and help them understand the material better. Thus, integrating technology in the innovative approach plays a vital role in improving students' understanding of the values of Akidah Akhlak.

### **Integration of Moral Values in Students' Lives**

In addition to increasing motivation and understanding, the innovative approach also encourages students to integrate the values of Akidah Akhlak into their lives. Based on the interview results, some students stated that learning involving discussions about real-world issues, such as interfaith tolerance or environmental awareness, made them better understand the importance of applying these values. Observations in the school environment recorded positive behavioural changes in students, such as showing more respect to teachers, helping friends, and maintaining the cleanliness of the school environment.

Implementing the innovative approach in Akidah Akhlak learning at MTs Swasta Al-Azhaar Lubuklinggau has positively impacted students' motivation and understanding. This approach has made students more enthusiastic about learning and capable of understanding and applying the values of Akidah Akhlak in their daily lives. Teachers are expected to continue developing and integrating these approaches into the learning process, such as making more optimal use of technology, connecting the material to real-life situations, and encouraging students to participate actively.

Thus, Akidah Akhlak's learning can become more relevant, engaging, and positively impactful for students' character development.

### Conclusion

Based on the research conducted at MTs Swasta Al-Azhaar Lubuklinggau, it can be concluded that the low enthusiasm of students in Islamic Religious Education (PAI) learning, particularly in the subject of Akidah Akhlak, is caused by several primary factors. The most dominant factor is the lack of innovative teaching approaches, where the learning method, which still focuses on lectures and memorization, makes students feel bored and not actively engaged in the learning process. The lack of variation in teaching methods and the use of learning aids such as visual media or digital technology has worsened the situation. In addition, the lack of relevance of the material to the students' real-life situations is also a significant factor contributing to their low interest in the subject. Students feel that the material on Akidah and Akhlak being taught is too abstract and not directly related to the situations they face in their daily lives. To address this, implementing innovative approaches such as contextual learning, interactive discussions, and technology can enhance student motivation and understanding, making learning more engaging and relevant to their lives.

### Reference

- Alfarisi, M. F., Supeno, S., & Wicaksono, I. (2022). Keterampilan Berpikir Tingkat Tinggi Siswa Dalam Pembelajaran IPA Materi Tata Surya Menggunakan Media Komik Manga Chibi Digital. In *Jurnal Ilmiah Pendidikan Dan Pembelajaran*. <https://doi.org/10.23887/jipp.v6i2.43122>
- Beider, N. (2022). Religious Residue: The Impact of Childhood Religious Socialization on the Religiosity of Nones in France, Germany, Great Britain, and Sweden. In *British Journal of Sociology*. <https://doi.org/10.1111/1468-4446.12982>
- Fandir, A. (2024). Transformation of Islamic Education: Implementation of Technological Innovation in Education Management. In *Jurnal Ilmiah Mandala Education*. <https://doi.org/10.58258/jime.v10i1.6625>
- Hadzami, S., & Maknun, L. (2022). Variasi Model Pembelajaran Pada Siswa di Sekolah Dasar. In *Tarqiyatuna Jurnal Pendidikan Agama Islam Dan Madrasah Ibtidaiyah*. <https://doi.org/10.36769/tarqiyatuna.v1i2.279>
- Halima, R. A., Mustofa, T. A., & Azani, M. Z. (2023). Pengaruh Pembelajaran Pendidikan Agama Islam Terhadap Pembentukan Kepribadian Anak. In *Syntax Literate Jurnal Ilmiah Indonesia*. <https://doi.org/10.36418/syntax-literate.v7i9.13722>
- Irawan, F., & Romelah, R. (2022). Pembelajaran Pai Pada Materi Jujur Dengan

Menggunakan Metode Diskusi Pada Siswa SMP Nurul Jannah Kabupaten Natuna. In *Research and Development Journal of Education*.  
<https://doi.org/10.30998/rdje.v8i2.13236>

Jailani, M., & Suyadi, S. (2021). Pendidikan Agama Islam Berbasis Neurosains Dan Perspektif Akal Bertingkat Ibnu Sina Di Sekolah: Implikasinya Terhadap Pembelajaran Pendidikan Agama Islam Di Era Pandemi Covid-19. In *Jurnal Litbang Edusaintech*. <https://doi.org/10.51402/jle.v2i2.55>

Jannah, A. R., Darraz, M. A., & Fuad, A. F. N. (2024). Teachers' Efforts to Increase Student Learning Motivation in PAI Learning. In *Edumaspul - Jurnal Pendidikan*.  
<https://doi.org/10.33487/edumaspul.v8i1.7608>

Julaeha, S. (2019). Problematika Kurikulum Dan Pembelajaran Pendidikan Karakter. In *Jurnal Penelitian Pendidikan Islam*. <https://doi.org/10.36667/jppi.v7i2.367>

Karimah, I., Lestari, S. T., Romadloni, N., Rifki, M. B., Roda, A. A., Alfarah, N. N., Ashfiya, C., & Prayogi, A. (2024). *Penggunaan Media Pembelajaran Digital Dalam Meningkatkan Mutu Pembelajaran Di Madrasah Aliyah Pembangunan UIN Jakarta*.  
<https://doi.org/10.61683/jome.v2i01.99>

Krisnawati, N., & Asfahani, A. (2022). Penggunaan Media Aktual Dalam Pembelajaran Akidah Akhlak Untuk Kelas Bawah MI/SD. In *Basica Journal of Arts and Science in Primary Education*. <https://doi.org/10.37680/basica.v2i1.1617>

Leuwol, F. S., Basiran, B., Solehuddin, M., Vanchapo, A. R., Sartipa, D., & Munisah, E. (2023). Efektivitas Metode Pembelajaran Berbasis Teknologi Terhadap Peningkatan Motivasi Belajar Siswa Di Sekolah. In *Edusaintek Jurnal Pendidikan Sains Dan Teknologi*. <https://doi.org/10.47668/edusaintek.v10i3.899>

Mathew B. Miles dan A. Michel Huberman. (2009). *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru*. UI Press.

Noor, P. P., & Abadi, A. P. (2022). Kemampuan Berpikir Tingkat Tinggi Dalam Perkembangan Pembelajaran Matematika SMA. In *Jurnal Educatio Fkip Unma*.  
<https://doi.org/10.31949/educatio.v8i2.1986>

Nusaibah, A. W. N., & Bustam, B. M. R. B. (2023). Urgensi Teknologi dalam Pembelajaran Pendidikan Islam untuk Mewujudkan Program Merdeka Belajar & Pendidikan Islam yang Berkemajuan. In *Qolamuna Jurnal Studi Islam*.  
<https://doi.org/10.55120/qolamuna.v8i2.892>

Putri, S. J., & Nadlif, A. (2023). Penerapan Film Animasi Nussa Dan Rara Sebagai Media Pembelajaran Akidah Akhlak. In *Research and Development Journal of*

*Education*. <https://doi.org/10.30998/rdje.v9i2.19240>

Rivaldi, M., & Maryanti, R. (2022). The Effect of Education on Increasing Student Enthusiasm for Learning in the Transition Period of Online to Offline Learning. In *Indonesian Journal of Educational Research and Technology*. <https://doi.org/10.17509/ijert.v3i2.49886>

Rosadi, A., Qomaruzzaman, B., & Zaqiah, Q. Y. (2023). Inovasi Pembelajaran Media Video Edukasi Sebagai Upaya Meningkatkan Efikasi Diri Pada Mata Pelajaran PAI. In *Jurnal Educatio Fkip Unma*. <https://doi.org/10.31949/educatio.v9i4.6222>

Saufi, A., & Santiani, S. (2024). Analisis Bibliometrik Perkembangan Pendidikan Agama Islam Berbasis Metaverse Menggunakan Vosviewer Pada Tahun 2020-2024. In *Jurnal Ilmiah Multidisiplin*. <https://doi.org/10.56127/jukim.v3i03.1343>

Slamet, S., & Suratman, S. (2023). Implementasi Kurikulum Pendidikan Agama Islam Berbasis Pendidikan Karakter Di MTS Al Mujahidin. <https://doi.org/10.58812/spp.v1i03.138>

Solissa, E. M., Rakhmawati, E., Maulinda, R., Syamsuri, S., & Putri, I. D. A. (2024). Analisis Implementasi Metode Pembelajaran Berbasis Proyek Dalam Meningkatkan Prestasi Belajar Di Sekolah Dasar. In *Al-Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah*. <https://doi.org/10.35931/am.v8i2.3284>

Wisanti, W., Indah, N. K., & Putri, E. K. (2024). Scientific Digital Poster Assignments: Strengthen Concepts, Train Creativity, and Communication Skills. In *International Journal of Evaluation and Research in Education (Ijere)*. <https://doi.org/10.11591/ijere.v13i2.25909>

Yaumi, M., & Rahayu, F. (2024). Implementation of Islamic Religious Education Learning in Building Students' Social Attitude. In *Tafkir Interdisciplinary Journal of Islamic Education*. <https://doi.org/10.31538/tijie.v5i1.1052>

Yusmar, F., & Fadilah, R. E. (2023). Analisis Rendahnya Literasi Sains Peserta Didik Indonesia: Hasil Pisa Dan Faktor Penyebab. In *Lensa (Lentera Sains) Jurnal Pendidikan Ipa*. <https://doi.org/10.24929/lensa.v13i1.283>

## Copyrights

Copyright for this article is retained by the author(s)

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license This work is licensed under a Creative Commons Attribution 4.0 International License