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PARTICIPATORY LEARNING WITH GAME METHOD FOR LEARNING COMPLETENESS IN ISLAMIC RELIGIOUS EDUCATION

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Abstract

This article aims to explain and find out the application of participatory learning with the game method at MAN 1 Mojokerto and how the application of participatory learning with the game method can improve student learning mastery at MAN 1 Mojokerto? This type of research uses qualitative methods with a descriptive pattern field research approach. This study also uses a participatory learning theory framework, game method theory, and student learning mastery theory. This study came to the findings that 1) participatory learning using the game method, which was realized in the Team's Games Tournament (TGT) model, combined with planned and guided learning through Lesson Study, could increase students' learning motivation and lead to the achievement of student learning mastery. 2). The application of Teams Games Tournament cooperative learning combined with guided inquiry can improve students' mastery and learning outcomes. It can be seen from the classical learning completeness of students by 53.8%, in the untreated learning, it increases to 96.2% in the planned and guided learning that applies participatory learning with the game method. This increase is due to the application of participatory learning with the game method (Teams Games Tournament) can increase students' learning motivation so that students are easier to understand the material being studied along with optimal student learning mastery.

Kata kunci: *Participatory Learning, Complete Learning, Islamic Religious Education*

Abstrak

Artikel ini bertujuan untuk menjelaskan dan mengetahui penerapan pembelajaran partisipatif dengan metode game di MAN 1 Mojokerto dan Bagaimana penerapan pembelajaran partisipatif dengan metode game dapat meningkatkan ketuntasan belajar siswa di MAN 1 Mojokerto? Jenis penelitian ini menggunakan metode kualitatif dengan pendekatan riset lapangan pola deskriptif. Penelitian ini juga menggunakan kerangka teori pembelajaran partisipatif, teori metode game, serta teori ketuntasan belajar siswa. Penelitian ini sampai pada temuan bahwa 1) Pembelajaran partisipasi bermetode permainan yang diwujudkan pada model Teams Games Tournament (TGT) dipadu dengan pembelajaran terencana dan terbimbing melalui Lesson Study, dapat meningkatkan motivasi belajar siswa dan berujung kepada capaian ketuntasan belajar siswa. 2). Penerapan pembelajaran kooperatif Teams Games Tournament dipadu dengan inkuiri terbimbing dapat meningkatkan ketuntasan dan hasil belajar siswa. Hal ini dapat diketahui dari ketuntasan belajar klasikal siswa sebesar 53,8%, pada pembelajaran tanpa perlakuan, meningkat menjadi 96,2% pada pembelajaran terencana dan terbimbing yang menerapkan pembelajaran partisipasi bermetode permainan. Peningkatan ini dikarenakan penerapan pembelajaran partisipasi bermetode permainan (Teams Games Tournament) dapat meningkatkan motivasi belajar, siswa sehingga siswa lebih mudah dalam memahami materi yang dipelajari seiring dengan optimalnya ketuntasan belajar siswa.

Keywords: *Pembelajaran Partisipatif, Ketuntasan Belajar, Pendidikan Agama Islam.*

A. Pendahuluan

Interestingly, this research is based on the reason that this research examines the topic of learning. The topic that is always interesting to study is related to the learning process as the main indicator of measuring the quality of education in an educational institution.¹ Discussing the learning process is absolutely necessary to see if the educational institution has quality in its education. Learning in the process and its objectives are always reviewed to find the most effective and efficient patterns in achieving student learning outcomes.² The better the acquisition, the higher the quality of the institution with the support of student learning completeness.³

¹ Rusi Rusmiati Aliyyah dkk., "Using of Contextual Teaching and Learning Models to Improve Students Natural Science Learning Outcomes," *Indonesian Journal of Applied Research (IJAR)* 1, no. 2 (31 Agustus 2020): 65–79, <https://doi.org/10.30997/ijar.v1i2.50>.

² Diana Susilawati Sj, Muhammad Anas Maarif, dan Afif Zamroni, "Strategi Pengembangan Program Pembelajaran Pendidikan Agama Islam Sekolah: The Development Strategy of Islamic Religious Education

The urgency of this research is of course the reason for the urgency to find and implement solutions in overcoming less than optimal learning studies. This study examines the alternative solution, namely the application of learning that has been selected and sorted from various strategies and methods, to then be applied as an alternative step to boost learning outcomes and acquisitions and student learning mastery. The choice of participatory learning method through game techniques was chosen in this study.

Initial observations have been made, it is found that participatory steps through the gamic method are assumed to produce adequate learning outcomes and gains. Based on this reality, this research was appointed as part of the prerequisites for researchers in completing the postgraduate program at the Islamic religious education study program at the KH Abdul Chalim Islamic Boarding School Pacet Mojokerto.

Based on what researchers have obtained while studying in lectures and the reality that is often found in everyday life, teachers, and parents demand that children get maximum results.⁴ They do not know whether the child understands and understands every material they receive. One of the reasons is the learning system that is too authoritarian and focuses on the teacher. Therefore, learning Islamic Religious Education (IRE) is not only through information from the teacher, but also requires the participation of students and understanding the lessons from the experience they have gained.⁵ So that in the learning process, students should actively participate, both physically and psychologically because students are the main actors or subjects in the teaching and learning process.⁶

Islamic Religious Education (IRE) learning activities carried out at MAN 1 Mojokerto so far tend to still use the old way. The teacher has a dominant role, which has the task of delivering all the material to students and the lecture method is an easy choice in

Learning Programs,” *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (10 Januari 2021): 20–40, <https://doi.org/10.31538/tijie.v2i1.21>.

³ Oguzhan Dalkiran, Fatma Eryigit, dan Soner Sivri, “Comparison of the Effects of Constructivist Learning on Cognitive, Affective and Psychomotor Fields Applied in Physical Education Courses,” *African Educational Research Journal* 8 (Oktober 2020): 327–34.

⁴ Tsung-Yen Chuang, Martin K.-C. Yeh, dan Yu-Lun Lin, “The Impact of Game Playing on Students’ Reasoning Ability, Varying According to Their Cognitive Style,” *Educational Technology & Society* 24, no. 3 (2021): 29–43.

⁵ Munaya Ulil Ilmi dkk., “The Basic Concepts of Evaluation and Its Implementation in IRE Lessons in The Pandemic Era,” *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (30 Juli 2021): 175–90, <https://doi.org/10.31538/tijie.v2i2.50>; Een Nurjannah dkk., “Teacher Performance Management in Improving Islamic Religious Education (IRE) Lesson Learning,” *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (1 Agustus 2021): 400–412, <https://doi.org/10.31538/ndh.v6i2.1312>.

⁶ Vicente Llorent-Bedmar, Verónica C. Cobano-Delgado Palma, dan María Navarro-Granados, “Islamic Religion Teacher Training in Spain: Implications for Preventing Islamic-Inspired Violent Radicalism,” *Teaching and Teacher Education* 95 (1 Oktober 2020): 103138, <https://doi.org/10.1016/j.tate.2020.103138>.

learning.⁷ Students are only tasked with listening and storing information, then taking notes on practice questions given by the teacher, so student activities tend to be passive. This causes the learning of Islamic Religious Education (IRE) to be less interesting to follow.⁸ According to information obtained from Islamic Religious Education (IRE) teachers at MAN 1 Mojokerto, many students still make attitudes and behaviors that are not conducive as a reflection of their learning outcomes, such as still being optimally Islamically applied in their daily lives.

In participatory learning, educators play a role in motivating, showing and guiding students to carry out learning activities, while students play a role in studying, relearning, solving problems, in order to improve their standard of living by thinking and acting in and to the world of their lives.⁹

Learning Islamic Religious Education (IRE) tends to experience difficulties for educators and students because there are many assumptions that Islamic Religious Education (PAI) is difficult. This causes student saturation in learning Islamic Religious Education (PAI), so we need a method that can cause excitement in a learning process. as stated by Deported that a joyful atmosphere will also bring joy in learning.¹⁰ One method that is fun and can be applied in learning Islamic Religious Education (IRE) is the Game method (playgroup). This game method is also suitable to be applied to MA students because the nature that likes to play is still inherent in MA students. The game method is a fun method and requires intelligence, firmness, and accuracy from the game.¹¹

In learning by using the Game method, it is intended to compare interpretations and knowledge information obtained by each student, so that they can be mutually active in

⁷ Khairuni Siregar, Hafsa Hafsa, dan Farida Jaya, "Implementation of Using Used Materials and Natural Materials as Learning Media in Improving Cognitive Development," *Nazbruna: Jurnal Pendidikan Islam* 4, no. 3 (1 November 2021): 629–45, <https://doi.org/10.31538/nzh.v4i3.1672>.

⁸ Ach Khusnan, "Teknologi Pembelajaran Pai (Pendidikan Agama Islam) Dalam Paradigma Konstruktivistik," *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam* 4, no. 2 (2011): 154–67, <https://doi.org/10.37812/fikroh.v4i2.18>; Eva Latipah dan Dinda Awalliyatunnisa, "Pembelajaran Pendidikan Agama Islam Secara Daring Dan Permasalahannya," *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam* 14, no. 2 (1 Juli 2021): 129–57, <https://doi.org/10.37812/fikroh.v14i2.150>.

⁹ Felicitas Biwer dkk., "Fostering Effective Learning Strategies in Higher Education – A Mixed-Methods Study," *Journal of Applied Research in Memory and Cognition* 9, no. 2 (1 Juni 2020): 186–203, <https://doi.org/10.1016/j.jarmac.2020.03.004>.

¹⁰ Poetri Leharia Pakpahan dan Umi Habibah, "Manajemen Program Pengembangan Kurikulum PAI Dan Budi Pekerti Dalam Pembentukan Karakter Religius Siswa: Management of IRE Curriculum Development Program and Character in Forming Student's Religious Character," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (10 Januari 2021): 1–20, <https://doi.org/10.31538/tijie.v2i1.19>; Muhamad Arif, "Revitalisasi Pendidikan Aswaja an Nahdliyah (Ke-Nu-an) Dalam Menangkal Faham Radikalisme Di Smk Al-Azhar Menganti Gresik," *J-PAI: Jurnal Pendidikan Agama Islam* 5, no. 1 (30 Desember 2018), <https://doi.org/10.18860/jpai.v5i1.6052>.

¹¹ Cristina Alonso-Fernández dkk., "Applications of Data Science to Game Learning Analytics Data: A Systematic Literature Review," *Computers & Education* 141 (1 November 2019): 103612, <https://doi.org/10.1016/j.compedu.2019.103612>.

improving understanding, perception, information, and interpretation, so as to avoid mistakes and misconceptions in receiving subject matter. While the teacher plays more of an organizer so that this learning allows students to be more active and interactive.

B. Metode Penelitian

To obtain data on the use or application of participatory learning through the game method in Islamic Religious Education (PAI) lessons in increasing student learning mastery at MAN 1 Mojokerto, researchers used qualitative research types to obtain information as answers to the problem formulation. The data that has been obtained, of course, comes from observation and documentation, and mainly from interviews.

So, this research approach uses a case study approach to obtain in-depth and comprehensive information regarding the use or application of participatory learning strategies through the game method in Islamic Religious Education (PAI) lessons in increasing student learning mastery at MAN 1 Mojokerto. Research on the use or application of participatory learning strategies through the game method in Islamic Religious Education (IRE) lessons in improving student learning mastery at MAN 1 Mojokerto, which uses a qualitative research type.

The data collected is in the form of words or pictures. In addition, this research must also describe the conditions for using or implementing participatory learning strategies through the game method in Islamic Religious Education (IRE) lessons in increasing student learning completeness at MAN 1 Mojokerto and everything in it. While this case study approach makes this research that seeks to describe and build the social and cultural structure of society from the point of view of the community itself, followed by interpreting it. The main goal is to understand a way of life from the views of the people involved in it through the way researchers interpret it.

In terms of extracting information, observation, and documentation, the researcher must ensure that he or she is present in this research. For this reason, due to the limitations of researchers in terms of time, thoughts, costs, and energy, this research was made in the form of case studies in educational institutions about the use or application of participatory learning strategies through the game method in Islamic Religious Education (IRE) lessons in improving student learning mastery in MAN 1 Mojokerto.

C. Result and Discussion

Application of Participatory Learning with Game Methods in Islamic Religious Education Learning (IRE) at MAN 1 Mojokerto

Motivation is a driving force that arises from within students to carry out learning activities. Student learning motivation is formed because of the guidance and monitoring by the parents while the child is at home, in addition to monitoring inside the house, parents also supervise the child's activities outside the home, especially in the playing environment.¹² The selection of participatory learning using the game method by IRE teachers which is carried out in a planned manner causes students' learning motivation to begin to show a positive trend. This positive trend in the PAI learning process is in line with Dimiyati and Mudjiono's explanation, which emphasizes the importance of learning motivation as a mental impulse that moves and directs student behavior in learning.¹³ Mental encouragement can be in the form of desire, attention, willingness, or goals achieved which lead to adequate student learning mastery. Based on this, the motivation in students causes a sense of enthusiasm for students to learn to be higher, and in the end, it can support the acquisition of learning towards adequate mastery.¹⁴

The learning motivation observed in this study includes aspects of attention, relevance, confidence, and satisfaction. Aspects of growing attention based on students' learning motivation questions increased by 12%. Meanwhile, based on the results of observations, students' learning motivation has increased by 13%. The increase in the attention aspect occurs because at the beginning of each lesson the IRE teacher always gives apperception by showing something that is often seen by students so that students are interested in learning it. In addition, the existence of games can make students more interested in participating in learning.

Cooperative learning between students in groups makes students dependent on each other to achieve mutual rewards. This will foster awareness in students to increase their attention to the lesson because they are responsible for the success of the group. In addition, in cooperative learning, there is also an element of competition. With competition, students will be more motivated to learn. This is in line with Slavin and Sanjaya that through competition it is possible for students to try earnestly to get the best

¹² Siti Mufarochah, "Hubungan Antara Persepsi Tentang Program Multimedia Dan Minat Belajar Dengan Motivasi Belajar Siswa Jurusan Multimedia," *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam* 9, no. 2 (23 Agustus 2016): 219–25, <https://doi.org/10.37812/fikroh.v9i2.29>.

¹³ Dimiyati, *Belajar dan pembelajaran* (Rineka Cipta, 1999).

¹⁴ Torikhul Wasyik dan Abdul Muhid, "The Urgency of Classical Learning Motivation in the Millennial Era: Al-Zarnuji's Perspective," *Nazbruna: Jurnal Pendidikan Islam* 3, no. 3 (22 Oktober 2020): 324–41, <https://doi.org/10.31538/nzh.v3i3.772>.

results, and this rational explanation is in line with what is happening in the research context.¹⁵

The increase in the aspect of attention growth is also due to the use of learning variations by PAI teachers in the form of participatory learning through the game method (Teams Games Tournament) which shows the nuances of lesson study or guided learning. In line with Keller who states that to maintain attention for the sake of participation or student participation, a variation can be used. One of the variations here is a variety of learning methods. Attention and participation of students increased after using cooperative learning games (Teams Games Tournament) as guided learning because previously students only did discussions without any variation.¹⁶

Aspects of engagement based on students' learning motivation questions increased by 14%. Meanwhile, based on the results of observations, students' learning motivation has increased by 18%. The increase in the attachment aspect occurs because the learning materials studied by students in learning before giving treatment are easier to find in students' daily lives, so students feel that the material is related to their daily lives. In addition, the LKS compiled by the teacher is also adapted to the realities of life, so that students are motivated to learn it because students feel this material is important for themselves. This is in accordance with the opinion of Johnson & Johnson which states that good learning is learning that involves students in learning activities and helps them relate academic lessons to the real-life contexts they face. In addition to what Keller stated, when students realize the importance of something, the student will be motivated to learn it.

Aspects of self-confidence based on the question of student learning motivation have increased by 11%. Meanwhile, based on the results of observations, students' learning motivation has increased by 19%. The increase in the aspect of self-confidence occurs because in every meeting the teacher always asks students to discuss, so students always learn to dare to express questions and opinions when discussing groups. In addition, during class discussions, IRE teachers also prioritize students who were less active in the previous meeting to answer LKS questions, so that over time students become more confident in expressing their opinions. The game stage or game tournament can also increase students' self-confidence because students must answer questions on question cards so that their group can win the game tournament. This is in accordance with Handayani's explanation which states that cooperative learning between students in groups depends on each other to achieve mutual rewards. Interdependence between group members can increase

¹⁵ Robert E. Slavin, *Educational Psychology: Theory and Practice* (Pearson Education, 2014); Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran* (Kencana, 2015).

¹⁶ Nurun Najmi, Muhammad Husnur Rofiq, dan Muhammad Anas Maarif, "The Effect Of Cooperative Learning Model Type Of Teams Games Tournament (Tgt) On Student's Learning Achievement," *At-Tarbiyat: Jurnal Pendidikan Islam* 4, no. 2 (28 Agustus 2021), <https://doi.org/10.37758/jat.v4i2.291>.

students' self-confidence because students feel they have the same abilities as their group friends.¹⁷

In addition to planned and guided learning, students are also required to find their own concepts that they learn so that it will train students' self-confidence. Sanjaya has stated that in planned and guided learning all activities and participation carried out by students are directed to seek and find their own definite answers from something in question so that it is expected to foster self-belief.

Aspects of satisfaction/satisfaction based on the student learning motivation questionnaire have increased by 15%. Meanwhile, based on the results of observations, students' learning motivation has increased by 30%. The increase in the aspect of satisfaction occurs because PAI teachers always give praise and also strengthen students' answers. By giving praise and reinforcement to students' answers, it will make students' satisfaction with the learning process increase because students feel valued. This is in accordance with Setyo's statement, that one way to increase student motivation and complete student learning is to provide satisfaction to students. One way is to give praise to students or groups who are willing to answer questions or ask questions. Sanjaya also stated that reinforcement is very important to raise students' learning motivation. Through strengthening, students will respond again every time a stimulus appears. If the student's motivation is strengthened, it will be easier for students to achieve complete learning.

In addition, the award for the winner of the game tournament can also increase student satisfaction. This is supported by Sanjaya's statement which states that the reward (award) given will affect learning satisfaction, and any satisfaction arising from the reward (award) will affect the size of the motivation.¹⁸ Student motivation in each aspect has a different percentage when measured using motivational questions and motivational observation sheets. This is because the motivational questions and observation sheets used have not been validated, so the validity of the two instruments is still unknown. If the validity of the two instruments is tested first, it is possible that the data obtained will be more valid and the percentage of student motivation will be more evenly distributed.¹⁹

The implementation of Lesson Study consists of the plan, do, and see stages, which must go through stages that play a role in improving the quality of learning for PAI

¹⁷ Abd Basir dkk., "Support for Islamic Understanding from Families Information of Piety for The Millennial Generation," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (16 Agustus 2021): 434–46, <https://doi.org/10.31538/nzh.v4i2.1603>.

¹⁸ Muhammad Anas Ma'arif dan Ari Kartiko, "Fenomenologi Hukuman di Pesantren : Analisis Tata Tertib Santri Pondok Pesantren Daruttaqwa Gresik," *Nadwa: Jurnal Pendidikan Islam* 12, no. 1 (22 Juni 2018): 181–96, <https://doi.org/10.21580/nw.2018.12.1.1862>.

¹⁹ Heriyono Heriyono dkk., "Gaya Kepemimpinan Prof. Dr. Kh. Asep Saifuddin Chalim Dalam Meningkatkan Motivasi Kerja Karyawan Di Pesantren," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (3 Agustus 2021): 21–30, <https://doi.org/10.31538/munaddhomah.v2i1.64>.

teachers at MAN 1 Mojokerto. In addition, giving suggestions and input from observers, as well as the results from the see stage in the previous Lesson Study, are also considered in making lesson plans. During the see stage, inputs were also obtained for IRE teachers to improve their learning. The existence of a quality lesson plan that includes core activities with participatory learning through this game method, makes IRE teachers more ready to carry out learning, can make students more actively participate and be more motivated when learning in class because the learning atmosphere is created fun with a pattern game.²⁰

Completeness of Student Learning Outcomes After Getting Participatory Learning with Game Methods at MAN 1 Mojokerto. Mastery learning is a change in behavior as a result of the teaching and learning process. In addition, Dimiyati and Mudjiono also stated that the results and mastery of learning were the result of an act of learning and teaching about cognitive, affective, and psychomotor. However, in this study, the learning outcomes measured were only affective and psychomotor learning outcomes, considering that PAI learning has nuances of attitude and practice of religious practice.

At the end of the study without treatment obtained classical completeness 46.2% with the number of students who completed 12 students and students who did not complete 14 students. The low classical mastery of students is due to the fact that prior to the implementation of participatory learning through the game method. This causes the mentality of students who get low scores to be down so that these students cannot concentrate when working on the final learning test questions without giving learning treatment. Another reason is that the material for learning before treatment is quite difficult to find in students' daily lives, so students still have difficulty understanding the material being studied. In learning that was treated in the form of increasing participation through the game method, classical completeness was obtained 96.2% with 25 students who completed and 1 student who did not complete. This increase is because the material being studied is classified as easier to find in everyday life, so students are easier to understand the material being studied.

At this stage, students also look more enthusiastic in participating in learning, because students find it easier to relate learning materials to their daily lives. Another reason is that students are used to learning games (cooperative Teams Games Tournament) combined with planned and guided learning. Students are used to finding their own concepts being studied so that students better understand the material being studied. In addition, students are also more responsible for winning the game tournament, so that all group members try to understand the learning material in order to contribute points for their team in the game tournament. In addition, the increase in student learning outcomes

²⁰ Sri Wahyuni dan Sanchita Bhattacharya, "Strategy of Islamic Religious Education Teachers in Increasing Student Learning Motivation," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (2 September 2021): 229–49, <https://doi.org/10.31538/tijie.v2i2.22>.

and mastery is also due to the increase in student learning motivation. This is in accordance with Sanjaya's statement which states that students' completeness and success in learning can be determined by their learning motivation. Students who have high learning motivation tend to have high achievement, on the other hand, students with low learning motivation will also have low learning mastery.

D. Conclusion

The application of participatory learning using the game method in Islamic Religious Education lessons for students at MAN 1 Mojokerto shows significance with the explanation that participatory learning is correlated with increasing student motivation. Student learning motivation emerges because students feel invited to be involved in the learning process and are shown by the implementation of Islamic Religious Education learning in a planned and guided manner as identical with lesson study learning. The implementation of participatory learning using the game method was confirmed concretely and gave expectations of the emergence of a good learning spirit for students, due to the support of the parents of students in participating in monitoring their learning environment both at home and in their playing environment. The availability of facilities and infrastructure at MAN 1 Mojokerto is one of the drivers for the implementation of learning in addition to, of course, the foresight of Islamic Religious Education teachers in overseeing the learning process. In essence, participatory learning using the game method that is realized in the Team's Games Tournament (TGT) model combined with planned and guided learning through Lesson Study, can increase student learning motivation and lead to the achievement of student learning mastery. This can be seen from the results of extracting student learning motivation which shows that student learning motivation increases along with planned and guided learning, where game-based learning contains elements of reinforcement, thereby increasing students' enthusiasm for learning. In addition, students' activities to find their own concept of the material being studied can increase students' self-confidence. With the participatory learning method using the game imagery formulation, implementation, and evaluation that departs from a quality lesson plan, the Islamic Religious Education teacher at MAN 1 Mojokerto deserves to be categorized as more ready to do learning and can make students more motivated to participate in the learning process.

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