



Increasing Student Participation through Hands-On Learning Activities in Al-Qur'an Hadith Subjects at MIN 13 Banjar

Muhammad Happy^{1*}, Makherus Sholeh²

^{1,2} Tarbiyah and Teaching, UIN Antasari, Banjarmasin, Indonesia

ARTICLE INFO

Kata Kunci:

Kegiatan Belajar Praktis, Al-Qur'an dan Hadits, Madrasah Ibtidaiyah

Keywords:

Hands-On Learning Activity, Al-qur'an Hadits, Madrasah Ibtidaiyah

DOI:

ABSTRAK

Hands On Learning Activity dapat dikatakan sebagai kegiatan yang melibatkan latihan dan eksperimen. Kegiatan *Hands On Learning Activity* mendorong siswa untuk mencari informasi, mengajukan pertanyaan, melakukan kegiatan, menemukan, mengumpulkan, menganalisis dan menarik kesimpulan mereka sendiri melalui kegiatan langsung sehingga mempengaruhi belajar siswa yang diteliti pada mata pelajaran Al Qur'an Hadits kelas 5B di MIN 13 Banjar. Tujuan penelitian untuk mengetahui bagaimana penerapan *Hands On Learning Activity* dan mengetahui bagaimana hasil belajar *Hands On Learning Activity* pada Mata Pelajaran Al-Qur'an Hadits di MIN 13 Banjar. Jenis penelitian yang dilakukan oleh peneliti adalah deskriptif kualitatif. Subjek penelitiannya adalah guru Al-qur'an Hadits kelas 5b dan guru wali kelas 5b. Objek penelitian ini adalah Implementasi *Hands On Learning Activity* pada Mata Pelajaran Al-Qur'an Hadits pada siswa kelas 5b di MIN 13 Banjar. Teknik pengumpulan data dilakukan melalui wawancara, dokumentasi dan wawancara. Hasil penelitian adalah guru telah menerapkan *Hands On Learning Activity* Pada Mata Pelajaran Al-qur'an Hadits di MIN 13 Banjar pada siswa kelas 5b. Pembelajaran disiapkan dengan RPP dan kegiatan pembelajaran dengan *Hands On Activity* dari bertanya, dan berdiskusi. evaluasi dari kegiatan awal, mengamati pembelajaran hingga kegiatan penutup. Peserta didik tidak hanya sekedar mengamati, membaca, dan mendengar penjelasan guru saja, akan tetapi peserta didik ikut terlibat dalam proses pembelajaran. Berikut hasil yang peneliti dapatkan yaitu peserta didik aktif mengikuti belajar pada pembelajaran Al-qur'an hadits, peserta didik berani

bertanya terkait materi yang kurang mereka pahami, Peserta didik senang dengan adanya pembagian kelompok pada saat pembelajaran, peserta didik melakukan diskusi dengan baik pada saat pemberian lembar kerja siswa, Peserta didik lebih senang dengan pembelajaran yang mereka pelajari dengan menggunakan *Hands On Learning Activity*.

ABSTRACT

Hands on learning activities can be described as activities that involve practice and experimentation. Hands-on learning activities encourage students to seek information, ask questions, carry out activities, discover, collect, analyze, and draw their own conclusions through direct activities, thereby influencing the learning of students studied in the Al-Qur'an Hadith subject in class 5B at MIN 13 Banjar. The purpose of this study is to determine how Hands-On Learning Activities are implemented and to assess the learning outcomes of Hands-On Learning Activities in the Al-Qur'an Hadith subject at MIN 13 Banjar. The type of research conducted by the researcher is descriptive qualitative. The research subjects are the Al-Qur'an Hadith teacher of class 5B and the homeroom teacher of class 5B. The object of this research was the implementation of Hands-On Learning Activities in the Al-Qur'an Hadith subject for 5B students at MIN 13 Banjar. Data collection techniques included interviews, documentation, and interviews. The results of the study showed that teachers had implemented Hands-On Learning Activities in the Al-Qur'an Hadith subject at MIN 13 Banjar for 5B students. The lessons were prepared using lesson plans and learning activities involving Hands-On Learning Activities such as asking questions and discussing. Evaluation was conducted from the initial activities, observing the learning process, to the closing activities. Students do not merely observe, read, and listen to the teacher's explanations, but they are actively involved in the learning process. The following are the results obtained by the researcher: students actively participate in learning during Quran and Hadith lessons, students are willing to ask questions about topics they do not fully understand, students enjoy the group division during lessons, students engage in effective discussions during worksheet distribution, and students prefer learning through Hands-On Learning Activities.

1. INTRODUCTION

Education is a concept that has many dimensions and interpretations. In existing literature, education is often defined as a systematic effort to develop an individual's potential from childhood to adulthood in various aspects, both physical and spiritual (Ichsan, 2021). Through education, individuals are guided to achieve holistic growth that enables them to act as good members of society and play an active role in development. For example, Ichsan argues that education is an effort to guide children from the womb to adulthood, both physically and

spiritually. In this context, education is not merely a transfer of knowledge, but also the instillation of moral and ethical values that are important for character building (Fitri & Usmeldi, 2022).

Quality education plays a very important role in developing human resource potential and bringing progress to society and the country. Education is not merely teaching, but a strategic means of creating individuals who are qualified, have the skills, knowledge, competencies, and attitudes necessary in daily life and in the world of work. According to research, quality education can change the career choices individuals make, directly impacting their income and quality of life (Purbasari et al., 2023).

The quality of education is also influenced by the education system that is implemented. Kustanto et al. emphasize that the structuring of educational resources must be continuous and systematic, from basic education to higher education (Kustanto et al., 2021). Quality education must include important aspects such as a relevant curriculum, teacher welfare, adequate equipment and facilities, and innovative teaching methods. This creates a positive learning environment that can facilitate meaningful interaction between teachers and students, a key element in educational success (Johan et al., 2024). Furthermore, quality education also contributes to increased creativity and innovation in society. With an education system that encourages critical thinking, students are expected to become individuals who not only rely on knowledge but can also create solutions to problems in their environment (Ginting et al., 2021).

In addition, creativity in education is very important for student development and improving the effectiveness of the teaching and learning process in schools. In this context, creativity is not limited to the ability to create new things, but also includes the ability to think critically, solve problems, and innovate. Creativity needs to be encouraged through various approaches and methods in learning. According to Merduani et al., curriculum evaluation and renewal are essential to ensure that learning remains relevant to the needs of students and society (Merduani et al. 2023, 25-38). In facing the challenges of an ever-evolving era, teachers are required to think creatively in developing teaching methods that can attract students' interest and facilitate a more interactive learning process. This approach is in line with the need to create a learning situation that is enjoyable and stimulates the exploration of new ideas.

Creativity does not only come from students but also from their teachers. Yahya et al. emphasize that the development of creativity among teachers is crucial, as they act as facilitators of the teaching-learning process (Yahya et al., 2024). In this context, teachers must continuously innovate in their teaching methods and respond to students' needs. In Europe, creativity is even one of the strategic goals in teaching, demonstrating a commitment to developing creative thinking skills among students (Yahya, Agustin, and Makhsura 2024). The importance of creativity in education cannot be overlooked, especially in increasing students' interest in learning. According to Firjatullah et al., creativity can make students enjoy learning, as it shows that the ability to assess something from different perspectives is a sign of creative thinking that needs to be stimulated (Johan et al., 2024). Through innovative approaches, students are given space to express themselves and develop new ideas, which in turn can enrich their learning experiences.

Hands-on learning or experiential learning is an educational approach that emphasizes students' direct involvement in the learning process. This method focuses on practical experiences rather than mere theory, with the aim of enhancing students' understanding and skills through direct interaction with the subject matter being studied. Various studies show that hands-on learning can improve information retention, student engagement, and the development of their social and emotional skills (Kennedy et al., 2021).

One of the most important aspects of hands-on learning is the reinforcement of skills through direct practice. Kantaros et al. suggest that the use of magnetic materials in learning

can create more dynamic and engaging interactions for students (Kantaros et al., 2023, p. 6210). For example, students can design and print objects that exhibit magnetic behavior, which not only demonstrates scientific concepts but also provides real-world experience in applying their knowledge. In this way, students not only learn theoretically, but they can also see and feel the application of these concepts in real life.

This method also greatly supports the development of students' collaborative and social skills. In the context of higher education, research by Fan and Ye shows that project-based learning that includes hands-on elements can increase students' confidence in understanding the material. When students are involved in design projects that require cooperation and communication, they naturally practice essential social skills, such as negotiation, leadership, and the ability to work in a team. This shows that hands-on learning is not only beneficial in academic aspects but also in equipping students with the skills needed in the workplace. (Fan & Ye, 2022)

The journal article by Cao et al., "Advancing Clinical Biochemistry: Addressing Gaps and Driving Future Innovations," discusses the importance of updating the curriculum in clinical biochemistry education to address existing issues and drive future innovations. In this article, the authors explain various shortcomings in current clinical biochemistry education and how experience-based learning, including hands-on learning methods, can contribute to enhancing students' competencies. Research findings indicate a significant gap between the theoretical knowledge students acquire and their ability to apply it in clinical situations. Many students feel lacking in confidence in their practical skills, highlighting the need for enhanced hands-on training in clinical biochemistry education. Experience-based learning, such as laboratory use and clinical simulations, is shown as an effective way to strengthen students' understanding and practical skills. Cao et al. suggest that to improve clinical biochemistry education, institutions should focus their programs more on practical learning that involves direct student engagement. This can be achieved through various means, such as laboratory internships, team-based projects, and case studies that allow students to engage directly in situations resembling real clinical scenarios. With the experience gained from hands-on learning, students will be better prepared to face challenges in the field and become more competent in clinical biochemistry practice. (Cao et al., 2025)

The implications of this journal are that to produce skilled professionals in the field of clinical biochemistry, education must integrate more active learning approaches, including experience-based learning. In this regard, innovative and interactive teaching strategies are essential to enhance the learning experience. Overall, Cao et al.'s article provides important insights into how experience-based learning, particularly through hands-on learning methods, can help address existing gaps in clinical biochemistry education. By implementing these methods, it is hoped that students will gain a deeper understanding of biochemistry concepts and be better prepared to enter the workforce with the necessary skills. This initiative is an important step to ensure that biochemistry education remains aligned with the developments and challenges in the field of health.

Research related to hands-on activity methods is more commonly practiced in fields such as civil engineering, medicine, chemistry, and nursing. At MIN 13 Banjar, hands-on activity methods are also applied in the subject of the Quran and Hadith. Researchers are interested in understanding how the hands-on learning activity method is implemented and its outcomes at MIN 13 Banjar.

MIN 13 Banjar is one of the schools located in Manarap on Jl. Handil Barabai RT. 08 RW. 03, Banjar District, South Kalimantan, situated on a road with many residential areas. The development and implementation of the 2013 curriculum focus on teachers' ability to plan,

evaluate, and implement, as well as follow up on learning activities. Upon the researcher's initial visit to MIN 13 Banjar, one of the models used by Al-Qur'an Hadith teachers at MIN 13 Banjar was Hands-On Learning Activities. During the initial exploration, the researcher observed that Al-Qur'an Hadith teachers used Hands-On Learning Activities. Based on the facts and explanations above, the researcher was interested in examining and conducting a study entitled Implementation of Hands-On Learning Activities in Al-Qur'an Hadith Subjects at MIN 13 Banjar.

2. METHOD

This study uses a qualitative descriptive approach that focuses on a deep understanding of phenomena in the field. This approach was chosen because it allows researchers to comprehensively explore data through a process of collection and analysis based on scientific logic, thereby enabling them to describe the dynamics of the relationships between the phenomena observed. This study focuses on the implementation of the Hands On Learning Activity method in teaching the Al-Qur'an Hadith subject in class 5B at MIN 13 Banjar.

The research subjects include two teachers, namely the Al-Qur'an Hadith subject teacher and the homeroom teacher of class 5B. The research object is the implementation of the Hands On Learning Activity method on students in class 5B. The research data sources were obtained from informants consisting of one Al-Qur'an Hadith subject teacher, one 5B homeroom teacher, and three 5B students. In addition, documentation was used to obtain information related to the general description of the school, the number of students, and the available facilities and infrastructure.

Data collection techniques were conducted through observation, interviews, and documentation. Observation was used to directly observe the learning process and the application of the Hands-On Learning Activity method. Interviews were conducted to gather in-depth information from teachers and students regarding the implementation of the learning process. Documentation was utilized to obtain written data, photos, and other supporting documents. To maintain data validity, this study used source triangulation and technique triangulation. Source triangulation was conducted by comparing data from teachers, students, and supporting documents, while technique triangulation was conducted by combining the results of observation, interviews, and documentation to ensure the consistency and accuracy of the information obtained.

3. RESULT AND DISCUSSION

a. Planning Hands-On Learning Activities for the Al-Qur'an Hadith subject at MIN 13 Banjar

Planning Hands-On Learning Activities for the Al-Qur'an Hadith subject at MIN 13 Banjar begins with preparing the RPP (Lesson Plan), then determining the media or facilities that will be used during face-to-face learning, such as teacher's manuals and fifth-grade Qur'an Hadith modules. Teachers prepare teaching materials that are appropriate for the implementation of the Hands-On Learning Activity model. The RPP helps teachers in carrying out the learning process. This is very possible, especially when there are important matters and needs that cannot be delegated. With the RPP, teachers will obtain valuable information, such as the themes or sub-themes to be taught. This makes it easier to continue the learning process in accordance with the learning plan that has been prepared beforehand. In addition to preparing the lesson plan, teachers also need to prepare media and teaching materials to support learning

(Prastowo, 2017). In line with the opinion of Andi Prasetyo et al., schools must also provide constructivist learning facilities, including teaching materials, classroom facilities, and the school environment, to help students succeed in learning. Learning facilities are a support for learning.

Before starting teaching and learning activities, a strategy to practice what students have learned through direct activities has been designed. In this situation, the instructor functions as a facilitator and plays an important role in facilitating teaching and learning activities to ensure that students succeed academically. Initial activities, core activities, and closing activities are part of the learning implementation process.

According to a journal written by Shella Monica and Hadiwinarto, one of the most important skills to use is the ability to open and close lessons. This is because teachers can help students prepare for learning by doing so, and teachers can see how well learning objectives are achieved. Therefore, it can be said that the most effective teaching and learning process occurs not only when the material is delivered but also from the beginning of the lesson until its completion, taking into account readiness and learning outcomes (Monica & Hadiwinarto, 2020, p. 20).

b. Implementation of Hands-On Learning Activities in the Al-Qur'an Hadith Subject at MIN 13 Banjar

The observation conducted by the author on the teacher at MIN 13 Banjar took place on Saturday, May 27, 2023, using the Hands-On Learning Activity model in the Al-Qur'an Hadith subject, which was conducted offline with the material on the characteristics of hypocrites as follows:

1) Initial Activity

In the Al-Qur'an Hadith subject in class 5B during the face-to-face activity, it was observed that before starting the lesson, the teacher prepared the students by reminding them that the lesson was about to begin. The teacher started the lesson by greeting the students. Then, the students' attendance was checked first, and after that, the class continued with a prayer led by one of the students. It is known that the students performed the prayer together before the lesson began, and their active participation was evident during the initial phase of the lesson.

During the initial phase of the lesson, the Quran and Hadith subject was taught in class 5B. Before the lesson began, the teacher reminded the students that the lesson was about to start by greeting them. After that, the students' attendance was verified before the prayer continued. Given the demands of the times, which require the availability of qualified human resources and spiritually skilled individuals, the practice of praying before learning has a significant impact on students' attitudes and spiritual intelligence. What is meant by "spiritual intelligence" is a person's ability to recognize their potential to become a spiritual being by changing their nature to use their abilities and help them find their purpose in life. Students are encouraged to engage in hands-on activities as part of their practice of praying before studying (Abdul Muiz et al., 2022).

2) Core Activities/Learning Process

Observation: The teacher asks a pretest question before starting the lesson: What is meant by al-humazah? Are people who like to criticize others good? Will people who like to criticize others go to heaven? Students are asked to answer the teacher's questions before starting the lesson. It is evident that the students can answer all the questions asked by the teacher with the correct answers. At this stage, the teacher can assess that the students still remember the lesson before starting the discussion of the material to be studied. According to Ina Magdalena et al., this pretest is used when teaching material to determine how well students can master the material or the material to be taught. The research results are in line with this (Magdalena et al., 2020).

At this stage, students were asked to study the hadith about the characteristics of hypocrites in groups organized by the teacher. After a few minutes, each group was given a worksheet for a practical activity related to the hadith about the characteristics of hypocrites. Here, it was observed that each student read and analyzed the hadith about the characteristics of hypocrites well without causing disturbances in the classroom. All students focused on reading and analyzing the lesson. A teacher must choose strategies, methods, and approaches to learning that are appropriate to the students' conditions so that their learning activities and outcomes improve. One way to stimulate interest in learning is through a small group approach. Students' active participation in constructing or building their own knowledge provides an indicator of the development of their interest in learning (Trimantara, 2015).

Asking questions: At this stage, the teacher gives students the opportunity to ask questions about material they may not fully understand. Based on observations, some students asked about one of the characteristics of a hypocrite, specifically what it means to betray someone after being trusted. Some students actively asked questions about material they did not fully understand, but not all students were active in asking questions about the material. The main contextual-based approach is asking questions. Asking questions during the learning process is an activity that teachers use to encourage, guide, and evaluate students' thinking abilities. Asking questions is a way for students to gather information, verify what they already know, and pay attention to things they do not know or understand. (Supriatna, 2019, p. 40) Asking questions is also a way to show your curiosity about answers you do not yet know. This curiosity becomes a strong motivator or stimulus for learning and answering questions. (Hariyadi, 2014)

During the discussion, students seek answers from the worksheet while discussing with their group members to find the answers they believe to be correct. The author observes how students find answers, either through their own critical thinking or by sharing with their group members. After all students have completed the worksheet, at this stage, students are asked to come to the front, and other groups are given the opportunity to ask questions related to the material covered in the worksheet. Each group takes turns coming to the front until all the material covered has been addressed. Students are actively involved in seeking and analyzing questions, both by actively seeking answers from instructional materials and through their own thinking. Here, students share their opinions with their group members and exchange ideas to obtain answers that they consider to be correct.

Discussions are held to train students to work together and to share ideas to find answers that they consider to be more accurate, followed by questions and answers between groups. The

results of the above study agree with Purwanto et al. A type of exchange of ideas between two or more people to reach a decision or mutual agreement is known as a discussion. Rahayu, on the other hand, argues that discussion is a form of exchange of ideas that involves structured and focused discussion among many people to make decisions (Sudiyono, 2020).

3) Closing Activities

When the lesson is about to end, the teacher summarizes what has been learned to clarify and reinforce the main points of the lesson. The closing activities fulfill the requirements of the Hands-On Learning Activity model. The teacher summarizes the lesson and clarifies the answers given by the students. The teacher summarizes the lesson to further strengthen the students' memory before the lesson ends. The Al-Quran Hadith teacher evaluates the cognitive, affective, and psychomotor aspects. For cognitive assessment, it is seen from the students' understanding of the material that has been learned and their mastery of the material as seen from the results of answering questions from the student worksheets given during the learning process.

During the evaluation stage, the teacher evaluates the learning process conducted by a teacher to see how well the students and teacher have improved the learning process after the lesson. The final stage of a learning process is evaluation, which reveals whether the learning process has achieved the expected goals or not. The aspects of learning activities, intellectual abilities (cognitive), sensory abilities, attitudes and behavior (affective), and skill abilities (psychomotor) are all included in the evaluation. (Ilyas Ismail, 2020) Meanwhile, Brikerhoff explains that evaluation is a method to determine the extent to which educational goals can be achieved (Putro Widoyoko, 2009).

Mulyasa claims that the following are actions taken by teachers to conclude a lesson: First, drawing conclusions about the material that has been discussed (conclusions can be made by the teacher, by students at the teacher's request, or by students and teachers together). Second, conducting a series of inquiries to measure the extent to which the objectives have been achieved and the efficiency of the learning that has been carried out. Third, providing comprehensive resources that must be studied and tasks that must be completed (individual and group assignments) in accordance with the content that has been studied. Fourth, conducting a post-test directly, in writing, or both. Meanwhile, Hasibuan states that teachers can conclude lessons in several ways, including reviewing the lesson and summarizing it, evaluating it through various forms of assessment, such as asking students to apply new ideas in other situations, demonstrating skills, and expressing their opinions. Furthermore, provide structured questions (Sani, 2016).

c. Results of the Implementation of Hands-On Learning Activities in the Al-Qur'an Hadith Subject at MIN 13 Banjar

Improving the quality of the process and determining whether a program should be improved, continued, or even discontinued is the purpose of evaluation. Additionally, the findings of this evaluation serve as a reference for policy-making or decision-making. Based on the analysis of the implementation of hands-on learning activities in the Al-Qur'an Hadith subject, it can be observed that students engage in hands-on learning activities during the

following activities: During the discovery activity, students read and analyze Hadith material about the characteristics of hypocrites as information for the students. During the questioning activity, one student asked a question about a topic they did not understand, specifically one of the characteristics of hypocrites. It was observed that students were bold in asking questions about topics they did not understand. During the discussion activity, students were divided into three groups and given worksheets. Students were seen to be active in seeking answers and exchanging opinions about the correct answers. After all the answers had been answered, each group asked each other questions and presented their respective answers.

4. CONCLUSION

Based on the presentation of data and content analysis presented by the author in the previous chapter, the following conclusions can be drawn: The implementation of Hands-On Learning Activities was carried out through the stages of preparation, implementation, and evaluation. Learning was prepared with lesson plans and learning activities using Hands-On Learning Activities such as observing, discovering, asking questions, and discussing. Evaluation of the learning activities from the beginning to the end of the lesson is conducted by assessing student participation, assignments, and test results after all the topics covered in the lesson have been completed. The results of the implementation of Hands-On Learning Activities in the Al-Qur'an Hadith subject at MIN 13 Banjar indicate that the teacher has conducted Hands-On Learning Activities in the Al-Qur'an Hadith lesson in class 5B. Students are not merely observing, reading, and listening to the teacher's explanations but are actively involved in the learning process. The results obtained by the researcher include: students dare to ask questions about material they do not understand, students enjoy being divided into groups during learning, students discuss well when given worksheets, and students are happier with learning using Hands-on Learning Activities.

5. REFERENCES

- Abdul Muiz, Ahmad Sukandar, & Husen Saepul Insan. (2022). Pembiasaan Berdo'a Sebelum Belajar Dalam Meningkatkan Kecerdasan Sikap Spiritual (studi Deskripsi Di Madrasah Aliyah Cilenga Dan Madrasah Al-Hamidiyah Cipancur Kabupaten Tasikmalaya). *JURNAL ILMIAH EDUKATIF*, 8(1), 49–62. <https://doi.org/10.37567/jie.v8i1.1211>
- Cao, H., Oghenemaro, E. F., Latypova, A., Abosaoda, M. K., Zaman, G. S., & Devi, A. (2025). Advancing clinical biochemistry: Addressing gaps and driving future innovations. *Frontiers in Medicine*, 12, 1521126. <https://doi.org/10.3389/fmed.2025.1521126>
- Fan, J.-Y., & Ye, J.-H. (2022). The Effectiveness of Inquiry and Practice During Project Design Courses at a Technology University. *Frontiers in Psychology*, 13, 859164. <https://doi.org/10.3389/fpsyg.2022.859164>
- Fitri, A., & Usmeldi, U. (2022). Efektivitas Project Based Learning dalam Meningkatkan Kompetensi Siswa pada Pelajaran Instalasi Penerangan Listrik. *Jurnal Pendidikan Teknik Elektro*, 3(2), 142–148. <https://doi.org/10.24036/jpte.v3i2.212>
- Ginting, D. A., Sudarma, I. K., & Sukmana, A. I. W. I. Y. (2021). Multimedia Interaktif Berbasis Pendekatan Kontekstual pada Pembelajaran Tematik untuk Siswa Kelas III Sekolah Dasar. *Indonesian Journal of Instruction*, 2(3), 133–143. <https://doi.org/10.23887/iji.v2i3.50951>

- Hariyadi, S. (2014). Bertanya, Pemicu Kreativitas Dalam Interaksi Belajar. *Biosel: Biology Science and Education*, 3(2), 143. <https://doi.org/10.33477/bs.v3i2.518>
- Ichsan, Y. (2021). Implikasi Pendidikan Islam di Indonesia pada Zaman Orde Lama, Baru, dan Reformasi. *Tarbawy: Jurnal Pendidikan Islam*, 8(2), 8–15. <https://doi.org/10.32923/tarbawy.v8i2.1753>
- Ilyas Ismail, M. (2020). *Evaluasi Pembelajaran: Konsep Dasar, Prinsip, Teknik, Dan Prosedur*. PT RajaGrafindo Persada.
- Johan, B., Husnah, F. M., Puteri, A. D., Hartami, H., Rahmah, A. A., & Adnin, A. R. J. (2024). Tantangan dan Peluang Pendidikan Islam dalam Konteks Modern. *Jurnal Pendidikan Islam*, 1(4), 13. <https://doi.org/10.47134/pjpi.v1i4.758>
- Kantaros, A., Soulis, E., Petrescu, F. I. T., & Ganetsos, T. (2023). Advanced Composite Materials Utilized in FDM/FFF 3D Printing Manufacturing Processes: The Case of Filled Filaments. *Materials*, 16(18), 6210. <https://doi.org/10.3390/ma16186210>
- Kennedy, S. K., Duncan, T., Herbert, A. G., Rood, L. K., Rutz, M. A., Zahn, G. S., Welch, J. L., & Russell, F. M. (2021). Teaching Seasoned Doctors New Technology: An Intervention to Reduce Barriers and Improve Comfort With Clinical Ultrasound. *Cureus*. <https://doi.org/10.7759/cureus.17248>
- Kustanto, H., Muazza, M., & Haryanto, E. (2021). Pengaruh Gaya Kepemimpinan, Motivasi dan Disiplin Kerja terhadap Kinerja Guru. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 4(1), 63–69. <https://doi.org/10.31004/edukatif.v4i1.1742>
- Magdalena, I., Nurul Annisa, M., & Rahmah Ishaq, A. (2020). Analisis Penggunaan Teknik Pretest Dan Posttest Pada Mata Pelajaran Matematika Dalam Keberhasilan Evaluasi Pembelajaran Di SDN Bojong. *Jurnal Pendidikan dan Ilmu Sosial*, 4(3). <https://doi.org/10.36088/nusantara.v3i2.1250>
- Monica, S. & Hadiwinarto. (2020). Pengaruh Keterampilan Membuka Dan Menutup Pembelajaran Terhadap Keaktifan Belajar Siswa Disekolah Menengah Kejurusan (SMK) Negeri 1 Lubuklinggau. *Jurnal Administrasi Manajemen Pendidikan*, 3(2), 13. <https://doi.org/10.32502/amp.v3i2.3054>
- Prastowo, A. (2017). *Menyusun Rencana Pelaksanaan Pembelajaran (RPP) Tematik Terpadu Implementasi Kurikulum 2013 Untuk SD/MI*. Kencana.
- Purbasari, V. A., Samidi, R., & Marsudi, K. E. R. (2023). Refleksi Nilai Kemanusiaan Di Organisasi Nahdlatul Wathan Pancor, Ntb. *Jurnal Pendidikan Kewarganegaraan*, 7(1), 78–87. <https://doi.org/10.31571/jpkn.v7i1.5479>
- Putro Widoyoko, E. (2009). Evaluasi Program Pembelajaran. *Jurnal Pustaka Belajar*, 238(1).
- Sani, M. (2016). Kegiatan Menutup Pelajaran. *Journal of Accounting and Business Education*, 1(3). <https://doi.org/10.26675/jabe.v1i3.6031>
- Sudiyono. (2020). *Metode Diskusi Kelompok Dan Penerapannya Dalam Pembelajaran Bahasa Indonesia Di SMP*. Adab (CV. Adanu Abimata).
- Supriatna, I. (2019). Analisis Kemampuan Bertanya Siswa Pada Mata Pelajaran Tematik Di SDN 60 Kota Bengkulu. *Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 2(2).
- Trimantara, H. (2015). Peningkatan Aktivitas Dan Hasil Belajar Siswa Melalui Pendekatan Kelompok Kecil Pada Mata Pelajaran IPS Kelas V. *Jurnal Pendidikan Dan Pembelajaran Dasar*, 2(2). <https://doi.org/10.24042/terampil.v2i2.1293>
- Yahya, Rini Agustin, & Suri Makhshura. (2024). Supervisi Pengajaran Di Sekolah. *Jurnal Niara*, 16(3), 484–494. <https://doi.org/10.31849/niara.v16i3.17270>