



Implementation of Active Learning-Based Arabic Learning at Muhammadiyah 5 Palembang Senior High School

Afif Alfiyanto ¹, Fitri Hidayati ², Ivan Riyadi ³, Mail Hilian Batin ⁴

¹ Universitas Islam Negeri Raden Fatah Palembang, Indonesia

² Universitas Islam Negeri Raden Fatah Palembang, Indonesia

³ Universitas Islam Negeri Raden Fatah Palembang, Indonesia

⁴ Universitas Islam Negeri Raden Fatah Palembang, Indonesia

Corresponding Author: Afif Alfiyanto E-mail; afifalfiyanto@uinradenfatah.ac.id

Received: Sep 27, 2023

Revised: Oct 13, 2023

Accepted: Oct 22, 2023

Online: Oct 22, 2023

ABSTRACT

This study aims to determine and understand how the implementation of active learning and student activity in Arabic learning activities. This research is qualitative, using a qualitative approach to phenomenological studies and descriptive methods by taking the background at Muhammadiyah 5 Palembang Senior High School. The data sources of this study were Arabic language teachers and class X students of Muhammadiyah 5 Palembang Senior High School. Data collection methods used are observation, interviews, and documentation. Data analysis techniques used are data reduction, data presentation, and data verification. The results showed that 1) the implementation of active learning by applying three stages, namely a) preliminary (pre-instructional), namely the teacher opened the lesson by asking about students' attendance, repeating the previous learning materials; b) the implementation stage (instructional), namely the stage of conveying the learning content. explain the learning objectives that must be achieved by students, the teacher provides concrete examples, and uses learning media to clarify the discussion of each subject matter; and d) The closing stage (evaluation), where the teacher asks students questions about the material discussed, gives homework assignments, and informs the main material to be discussed at the next meeting. 2) student activity in learning Arabic is an effort or activity carried out by students when the teacher explains Arabic learning material. Students show the courage to ask about unknown learning materials, participate in discussing learning with friends, students creative, have interest and are independent in thinking, have responsibility and confidence in doing assignments that have not been studied, and students can learn independently.

Keywords: Arabic Learning, Active Learning, High School

Journal Homepage

<https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/alhijr/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite:

Alfiyanto, A., Hidayati, F., Riyadi, I., & Batin, M. H. (2022). Implementation of Active Learning-Based Arabic Learning at Muhammadiyah 5 Palembang Senior High School. *Al-Hijr: Journal of Adulearn World*, 1(3), 171-181. <https://doi.org/10.55849/alhijr.v1i3.511>

Published by:

Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

INTRODUCTION

Teaching is a complex process (Pasaribu dkk., 2022). Not only convey information from the teacher to students. Many activities and actions must be taken, especially if better learning outcomes are desired for all students (Sutikno & Fathurrohman, 2010). The success of teaching is largely determined by the skills of the teacher in choosing teaching

methods. The teacher's task is to deliver the subject matter to students by using strategies or methods in the learning process carried out (Hardini, 2020). Learning strategies greatly affect the learning process (Ramadania & Aswadi, 2020). Moreover, for learning Arabic, the teacher often conveys learning by lecturing so that children tend to be bored and cannot enjoy learning (Takdir, 2019). Given these circumstances, creative strategies are needed to facilitate student learning.

Students are expected not to be burdened in the learning process, especially learning Arabic (Efflamengo & Asyrofi, 2020). Students can acquire Arabic language skills in a fun way. From the explanation above, in the learning process, not only teachers are active, but students also play an important role in teaching and learning activities, because students are not only objecting but also students who plan and implement learning (Giyarsi, 2020). Even so, teachers still play an important role in the implementation of education, because teachers are educators as well as mentors who direct their students to be achieved (Lian & Amiruddin, 2021). Active learning is intended to optimize the use of all the potential possessed by students so that all students can achieve satisfactory learning outcomes according to their characteristics (Ruslaini & Novika, 2021). Besides that, active learning is also intended to keep students' attention focused on the learning process (Hidayat A dkk., 2020).

The involvement of students in active learning is in accordance with the nature of learning Arabic, namely teaching four language skills (Arsyad, 2019). The four language skills in Arabic are listening skills, speaking skills, reading skills, and writing skills (Sudirman dkk., 2021). And to acquire good skills, students must be involved in learning (Pinta Astuti & Anis Khoirunnisa, 2012). Learning with the right strategy can foster student concentration and motivation (Hulyadi & Imran, 2019). Therefore, it is necessary to hold active learning, namely all forms of learning that allow children to play an active role in the learning process itself, both in the form of interaction between children and children with educators in the learning process (Agustin dkk., 2021). The goal is to optimize the use of all the potential possessed by children, so that all children can achieve satisfactory learning outcomes according to their characteristics (Tanu, 2019).

Muhammadiyah 5 Palembang Senior High School is one of the senior secondary education institutions that teach Arabic subjects and has made Arabic the main choice component of foreign language learning, in addition to English. The process of learning Arabic at Muhammadiyah 5 High School is not only using the lecture method but also using active learning. Based on the results of initial observations and interviews with Arabic teachers at Muhammadiyah 5 Palembang Senior High School, it is known that the Arabic language learning process takes place actively. Students take turns demonstrating practical Arabic language materials. During the learning process, there were discussions and very good questions and answers.

In the learning process, the teacher acts as a facilitator and mediator for problems that need to be straightened out for students (Qibtiyah dkk., 2022). The teacher always changes the students' seats such as the letter U, conference tables, circles, and groups with the aim that students are not bored and can play an active role in the learning process.

According to Ledyana Kartini, with active learning, students can help each other, discuss and argue with each other to hone their current knowledge, and close gaps in each other's understanding. With this active learning, the teacher's role changes from a teacher-centered role to managing students in small groups (Taufiq, 2020). The essence of active learning is to teach students the skills to work together and collaborate (Toha, 2018).

The school has also used the 2013 curriculum. In the learning process, effective learning strategies are needed to provide an interactive, interesting, and fun learning atmosphere so that students can feel happy and not bored or bored when Arabic lessons are carried out. The school also applies innovative learning strategies that generate new and better ideas. With the foundation of the 2013 curriculum. After seeing how to learn directly with active learning. From the background of the problem above, the researcher is interested in examining how active learning is used in this school, especially for Arabic learning subjects. Furthermore, researchers also want to know the effectiveness of active learning. Therefore, the researchers raised the title of active learning-based Arabic learning in learning Arabic at Muhammadiyah 5 Palembang Senior High School.

The word "active" is adopted from English with adjectives meaning active, agile, enterprising, excited (Shadily, 2010). And "learning" comes from the word "learn" which means "to learn". (Shadily, 2010). From these two words, it can be interpreted to study something actively or enthusiastically in terms of learning. The concept of active learning or active learning can be interpreted as a lesson model that leads to optimizing the intellectual and emotional involvement of students. In the learning process, it is directed to teach students how to learn to acquire and process their learning acquisitions about knowledge, skills, attitudes, and values (Kade dkk., 2019). In essence, this concept is to develop the activeness of the teaching and learning process either by teachers or students. So in active learning, it is clear that there are active teachers teaching on the one hand and active students learning on the other. This concept is sourced from the theory of a child-centered curriculum (Julita & Susilana, 2019).

In a child-centered curriculum, students have a very important role in determining learning materials. Therefore, student activity is the dominant factor in teaching, because students themselves are able to make plans, determine lesson materials and the desired style of teaching and learning process (Korompot dkk., 2020). The application of active learning itself is based on Gestalt theory (insightful learning theory) which emphasizes the importance of learning through a process to gain understanding. Learning is the result of the process of interaction between the individual and the surrounding environment (Safitri dkk., 2021). Learning is not merely an effort in responding to a stimulus but more than that. Learning is done through various activities such as experiencing, working on, and understanding learning through the process (learning by process). Therefore, learning outcomes will be obtained properly if students are active (Sardiyanah, 2020).

Implementation is the implementation of the strategy and the determination of resources (Esa Fitriana dkk., 2021). Implementation is an important element in the planning process. To assess the effectiveness of a plan can be seen from its implementation. According to Wina Sanjaya, the process of providing a learning

experience to students consists of three stages, namely the initial stage (pre-instructional), the teaching stage (instructional), and the assessment/follow-up stage (Sanjaya, 2013). These three stages have a close relationship with the implementation of active learning strategies. Therefore, every use of active learning strategies must be taken at all times to carry out learning. If one of these stages is left out, the student's learning experience will not be perfect.

Based on research conducted by Yameelah Nongjik, it is known that the learning process carried out by the teacher uses an active learning strategy in the form of reading aloud, discussion, and role-playing. because by using this active learning strategy the students' enthusiasm is very good and students are also active not monotonous. Not only do teachers play an active role but here students must participate actively so that the teaching and learning process becomes fun and can be easily understood by students (Nongjik, 2019).

RESEARCH METHODOLOGY

The type of research used in this study is a qualitative approach to phenomenological studies, which holds that what appears on the surface, including the patterns of everyday human behavior, is only a symptom or phenomenon of what is hidden in the "head" of the perpetrator (Bungin Burhan, 2019). Any behavior that appears at the surface level can only be understood or explained when it can reveal or reveal what is hidden in the world of consciousness or the world of knowledge of the human actor (Bungin Burhan, 2019). According to the researcher, a qualitative approach to phenomenological studies is an approach in a study to explain phenomena that occur in people's lives.

RESULT AND DISCUSSION

1. Implementation of active learning-based Arabic learning

Implementation is a process of applying ideas, concepts, policies, or innovations in a practical action so as to have a good impact in the form of changes in knowledge, skills, values, and attitudes (Tumanggor dkk., 2021). The learning implementation process consists of three processes, namely the preliminary stage (initial activity), core activity, and closing activity (evaluation). The implementation of Arabic learning is a process where the teacher conveys the learning process from the beginning to the end of learning Arabic.

a. Preliminary Stage

Based on observations made in class X Muhammadiyah 5 Palembang Senior High School. In the preliminary stage of learning, the teacher first opens the lesson by greeting, then invites students to pray. asking students' attendance, motivating students to be active when learning begins, appreciating, and explaining the learning objectives and the scope of the material to be studied.

During the initial appreciation before starting the lesson the teacher explained the material about اسم الإشارة (hint words) that were studied previously, then the teacher asked

the students about the previous material to find out if there were students who did not understand. After that, the teacher explains “Qiraah” (reading) learning with new material, namely السكن (place to live)

b. Core stage (implementation)

The implementation of learning Arabic is a stage that provides a learning experience for students (Suyatno, 2020).

In the implementation stage of “Qiraah” (reading) learning, students are invited to recall the vocabulary they have learned in preparation for learning qiraah. The teacher conveys the learning objectives with السكن (residential) material about reading texts and explains the strategies and methods of learning qiraah given.

The teacher reads the qiraah text correctly and smoothly. In the elaboration stage, students are asked to read the qiraah text correctly and fluently. The teacher and students discuss the content contained in the qiraah text, then students are asked to find the meaning of the unknown vocabulary in the qiraah text. The teacher shows the meaning of the vocabulary that the students have not been able to find. The teacher instructs the students to translate the meaning of the reading text, after that the teacher corrects the students' mistakes in interpreting the qiraah text.

The teacher gives exercises to test students' ability to master the qiraah text. The teacher assesses the exercises done by the students. Teachers provide motivation and activities that foster pride and self-confidence in students. At the confirmation stage, the teacher provides positive feedback and reinforcement in oral and written forms so that the teacher gets confirmation of the exploration and elaboration of the students.

c. Closing Stage

At the closing or evaluation stage, the teacher asks students questions about the material discussed and reviews the material that has not been mastered by students, then the teacher gives homework to students. The teacher informs the learning material that will be discussed at the next meeting.

The researcher conducted interviews with Arabic teachers and found out that the evaluation process carried out by the teacher started from the beginning of the learning process until the end of the semester. Then the aspect that is assessed is the absence of student attendance, student activity, and reviewing the materials that have been given.

2. The activeness of students in learning Arabic based on active learning

Learning activity means an effort or activity carried out with active learning (Iqbal, 2019), Active learning is also a condition or thing where students can be active. Based on the results of interviews with teachers, it is known that each student has a different learning style. Therefore, each student needs to get different tutoring so that all students can develop according to their ability level. Student activity can be seen from student involvement in each learning process, such as when listening to material explanations, and discussing, student activity can be seen when learning takes place. The indicators of student activity in learning Arabic are:

-
- a. Asking questions that students do in class requires courage because, without the courage to ask the teacher, there will be obstacles. The meaning of asking is an activity carried out by someone to ask for information and to get a clear answer to something that has not been understood.
 - b. Participating in the participation of students in activities is indicated by their physical and psychological behavior. Optimal learning will occur when students participate responsibly in the learning process. This activity can be seen in several behaviors, for example listening, discussing, writing, and so on. Student participation is needed in teaching and learning activities.
 - c. Creativity learning emphasizes student activities (active students) as learning activities. While the teacher only acts as a guide, and a giver of direction. Creative learning activities certainly take place with various methods in order to foster new creativity in the thoughts, feelings, and attitudes of students so that they continue to be enthusiastic in participating in learning activities in learning Arabic.
 - d. Learning independence is an individual attitude, especially for students in learning who are able to individually master competencies, without depending on other people and responsibilities. The student individually has an attitude of responsibility, does not depend on others, is confident, and is able to control himself. This learning independence is very much needed by students so that the achievement of learning achievement can be optimal.

CONCLUSION

The implementation of active learning in Arabic learning is learning that makes students more active, creative, innovative, and independent. In other words, it can be called student-centered learning. In learning activities, the teacher only acts as a facilitator for students. As a facilitator, the teacher only accompanies and directs the learning process. Then students will think and explore knowledge independently. In the implementation of Arabic learning, the teacher applies various methods according to the characteristics of the material and the students to be taught, for example, the active debate method. The teacher prepares statements containing opinions on issues related to Arabic lessons. The teacher makes two groups consisting of support and opposition groups. Teachers can also use the prediction method, which requires students to be active and be able to express predictions so that they are enthusiastic to find answers to each of the material that will be delivered by the teacher. The use of varied strategies and methods makes learning activities interesting and students participate more in learning activities. The activeness of students in learning Arabic based on active learning is an activity carried out by students with active learning in a situation where students can be active. One of the assessments of the learning process is to see the extent to which students are active in following the teaching and learning process. Student activity can be seen in several ways, namely 1) participating in carrying out learning tasks; 2) asking other students or teachers if they do not understand the problems they are facing; 3) trying to find the information needed for problem-solving; 4) carry out group discussions according

to the teacher's instructions; 5) train yourself in solving problems. Student activity can be seen in various things such as paying attention (visual activities), listening, discussing, student readiness, asking questions, student courage, and student ability to solve problems (mental activities).

ACKNOWLEDGMENT

This research would not be successful without the contributions of many parties, both material and moral. The researcher would like to thank the research members who were able to cooperate well in conducting the research. In addition, the researcher would like to thank the management of Muhammadiyah 5 Palembang Senior High School.

REFERENCES

- Agustin, S. D., Kasiyun, S., Gufron, S., & Akhwani, A. (2021). IMPLEMENTASI STRATEGI ACTIVE LEARNING DALAM PELAJARAN BAHASA INDONESIA DI KELAS IV MI BAHARUL ULUM CANDINEGORO WONOAYU SIDOARJO. *Alpen: Jurnal Pendidikan Dasar*, 4(2). <https://doi.org/10.24929/alpen.v4i2.43>
- Arsyad, M. H. (2019). Metode-Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif Untuk Meningkatkan Kecakapan Berbahasa. *Shaut al Arabiyyah*, 7(1). <https://doi.org/10.24252/saa.v1i1.8269>
- Bungin Burhan. (2019). Metodologi Penelitian Kualitatif: Aktualisasi Metodologi Ke Arah Ragam Varian Kontemporer. Dalam *METODOLOGI PENELITIAN KUALITATIF AKTUALISASI METODOLOGIS KE ARAH RAGAM VARIAN KONTEMPORER*.
- Efflamengo, L., & Asyrofi, S. (2020). Analisis Faktor Kesulitan Belajar Bahasa Arab pada Siswa Tunanetra di MAN 2 Sleman. *EDULAB: Majalah Ilmiah Laboratorium Pendidikan*, 4(2). <https://doi.org/10.14421/edulab.2019.42-03>
- Esa Fitriana, A., Iqbal, R., & Ratri Julianti, R. (2021). Implementasi Strategi Pembelajaran Pendidikan Jasmani Kurikulum 2013 di SMAN 1 Jasinga. *Jurnal Literasi Olahraga*, 1(2). <https://doi.org/10.35706/jlo.v1i2.3884>
- Giyarsi. (2020). Strategi Alternatif Dalam Pembelajaran Daring Pendidikan Pandemi Covid. *Strategi Alternatif Dalam Pembelajaran Daring Pendidikan Pandemi Covid*, 7(1).
- Hardini, A. T. A. (2020). Mewujudkan Sekolah Peduli dan Berbudaya Lingkungan Menggunakan Model Make A Match. *Publikasi Pendidikan*, 10(2). <https://doi.org/10.26858/publikan.v10i2.10712>
- Hidayat A, Sa'diyah M, & Lisnawati S. (2020). METODE PEMBELAJARAN AKTIF DAN KREATIF PADA MADRASAH DINIYAH TAKMILIYAH DI KOTA BOGOR. *Edukasi Islami: Jurnal Pendidikan Islam*, 9.
- Hulyadi, H., & Imran, A. (2019). PENGEMBANGAN MULTIMEDIA INTERAKTIF MODEL INQUIRI DENGAN STRATEGI KOMPLIK KOGNITIF. *JPIIn: Jurnal Pendidik Indonesia*, 2(2). <https://doi.org/10.47165/jpin.v2i2.74>
- Iqbal, M. (2019). PENGAJARAN MATEMATIKA TERPADU DENGAN MENGGUNAKAN MEDIA KARTU KERJA DI KELAS MIXED ABILITY. *Jurnal Teknodik*. <https://doi.org/10.32550/teknodik.v8i14.528>
-

-
- Julita, D., & Susilana, R. (2019). Implementasi kurikulum Montessori bernafaskan Islam pada pendidikan anak usia dini rumah bermain padi di Kota Bandung. *Jurnal Penelitian Ilmu Pendidikan*, 11(2). <https://doi.org/10.21831/jpipfip.v11i2.24201>
- Kade, A., Degeng, I. N. S., & Ali, M. N. (2019). Effect of jigsaw strategy and learning style to conceptual understanding on senior high school students. *International Journal of Emerging Technologies in Learning*, 14(19). <https://doi.org/10.3991/ijet.v14i19.11592>
- Korompot, S., Rahim, M., & Pakaya, R. (2020). Persepsi Siswa Tentang Faktor yang Mempengaruhi Minat Belajar. *JAMBURA Guidance and Counseling Journal*, 1(1). <https://doi.org/10.37411/jgcj.v1i1.136>
- Lian, B., & Amiruddin. (2021). Profesionalisme Guru di Era Pandemi Covid-19. *Seminar Nasional Pendidikan PPs Universitas Palembang 2021*.
- Nongjik, Y. (2019). *STRATEGI PEMBELAJARAN AKTIF DALAM MATA PELAJARAN BAHASA ARAB DI SMK BERBASIS PESANTREN AL-KAUTSAR KARANGSUCI PURWOKERTO*. IAIN Purwokerto.
- Pasaribu, A. N., Zaenudin, A., Septiawan, Y., & Hadi, H. (2022). *Aktualisasi Merdeka Belajar, Kampus Merdeka, & Kampus Mengajar*. CV. Global Aksara Pers.
- Pinta Astuti, & Anis Khoirunnisa. (2012). *Active Learning Dalam Pembelajaran Bahasa Arab I* (Nomor 11420070). UIN Malang Press.
- Qibtiyah, L., Pratiwi, M. I., & Teddywono, I. (2022). *Guru Penggerak: Antara Ekspetasi dan Realitas*. CV. Global Aksara Pers.
- Ramadania, F., & Aswadi, D. (2020). Blended Learning dalam Merdeka Belajar Teks Eksposisi. *STILISTIKA: Jurnal Bahasa, Sastra, dan Pengajarannya*, 5(1). <https://doi.org/10.33654/sti.v5i1.1014>
- Ruslaini, R., & Novika, T. (2021). Penerapan Strategi Pembelajaran Active Learning Pada Materi Ekosistem Untuk Meningkatkan Kemandirian Belajar Siswa. *Jurnal Geuthë: Penelitian Multidisiplin*, 4(1). <https://doi.org/10.52626/jg.v4i1.100>
- Safitri, S. I., Saraswati, D., & Wahyuni, E. N. (2021). Teori Gestalt (Meningkatkan Pembelajaran Melalui Proses Pemahaman). *At-Thullab : Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 5(1). <https://doi.org/10.30736/atl.v5i1.450>
- Sanjaya, W. (2013). Kurikulum dan Pembelajaran: Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP). Dalam *Jakarta :Kencana Prenada Media Group*.
- Sardiyanah, S. (2020). BELAJAR DAN FAKTOR YANG MEMPENGARUHINYA. *Jurnal Al-Qalam: Jurnal Kajian Islam & Pendidikan*, 7(1). <https://doi.org/10.47435/al-qalam.v7i1.187>
- Shadily, J. M. E. dan H. (2010). Kamus Inggris Indonesia Diactionary. Dalam *PT. Gramedia: Jakarta*. Gramedia.
- Sudirman, S., Hayyie Al-Kattanie, A., & Al-Hamat, A. (2021). Strategi Penerapan Keterampilan Pengajaran Bahasa Arab Perspektif Abdurrahmān Ibn Ibrahim Al-Fauzān. *Rayah Al-Islam*, 5(01). <https://doi.org/10.37274/rais.v5i1.402>
- Sutikno, M. S., & Fathurrohman, P. (2010). Strategi Belajar Mengajar Melalui Penanaman Konsep Umum & Konsep Islami. Dalam *Bandung: Refika Aditama*.
- Suyatno, S. (2020). Analisis Kompetensi Penyusunan Rencana Pelaksanaan Pembelajaran (RPP) Guru Bahasa Arab Madrasah Tsanawiyah. *Jurnal Edutraind : Jurnal Pendidikan dan Pelatihan*, 4(1). <https://doi.org/10.37730/edutraind.v4i1.51>
-

-
- Takdir, T. (2019). METODOLOGI PEMBELAJARAN BAHASA ARAB. *Jurnal Naskhi: Jurnal Kajian Pendidikan dan Bahasa Arab*, 1(1). <https://doi.org/10.47435/naskhi.v1i1.65>
- Tanu, I. K. (2019). PENGGUNAAN METODE MENGAJAR DI PAUD DALAM RANGKA MENUMBUHKAN MINAT BELAJAR ANAK. *PRATAMA WIDYA: JURNAL PENDIDIKAN ANAK USIA DINI*, 3(2). <https://doi.org/10.25078/pw.v3i2.733>
- Taufiq, J. (2020). PENERAPAN MODEL PEMBELAJARAN ACTIVE LEARNING TEAM QUIZ UNTUK MENINGKATKAN KEMAMPUAN KOMUNIKASI MATEMATISISWA SMP. *Jurnal Sosial Humaniora Sigli*, 3(1). <https://doi.org/10.47647/jsh.v3i1.232>
- Toha, S. M. (2018). Model Pendidikan Agama Islam Menggunakan Pembelajaran Active Learning Tingkat Sekolah Dasar. *Ta'dibuna: Jurnal Pendidikan Islam*, 6(2). <https://doi.org/10.32832/tadibuna.v6i2.1344>
- Tumanggor, M., Jati, W., Ariyanti, E., Amalia, G., & Aringga, R. D. (2021). MANAJEMEN KREATIVITAS UNTUK MENINGKATKAN PRODUKTIVITAS MASYARAKAT KELURAHAN PONDOK BENDA. *Jurnal Lokabmas Kreatif: Loyalitas Kreatifitas Abdi Masyarakat Kreatif*, 2(1). <https://doi.org/10.32493/jlkkllkk.v2i1.p1-7.9849>
- Mallangi, N., & Weismann, I. Th. J. (2021). Pengaruh Kurikulum 2013 pada Mata Pelajaran Pendidikan Agama Kristen terhadap Perkembangan Spiritual Anak Kelas 4 & 5 SD Kristen Kalam Kudus Makassar. *Jurnal Ilmu Teologi dan Pendidikan Agama Kristen*, 2(1), 15. <https://doi.org/10.25278/jitpk.v2i1.517>
- Mulyasari, D., Noer, R. M., Sari, N., Ermawaty, E., Triharyadi, F., Tampubolon, D., & Catherine, S. (2023). Improving Health Status in The Elderly Through Health Checks and Education at Nuriah Nursing Homes in Karimun. *Pengabdian: Jurnal Abdimas*, 1(2), 75–81. <https://doi.org/10.55849/abdimas.v1i2.183>
- Mustafiyanti, M., Putri, M. P., Muyassaroh, M., Noviani, D., & Dylan, M. (2023). A Form of Independent Curriculum, an Overview of Independent Learning at State Elementary School 05 Gelumbang Muaraenim. *Pengabdian: Jurnal Abdimas*, 1(2), 82–96. <https://doi.org/10.55849/abdimas.v1i2.185>
- Nicholas, T., James, G., & Robert, K. (2023). Moral Aqidah Learning Using Video-Based Technology. *Sciencetechno: Journal of Science and Technology*, 2(1), 1–16. <https://doi.org/10.55849/sciencetechno.v2i1.65>
- Noer, R. M., Silalahi, A. D., Mulyasari, D., Sari, N., Ermawaty, E., Triharyadi, F., Tampubolon, D., & Bevoor, B. (2023). Improving the Degree of Health in the Elderly Through Health Checks and Education. *Pengabdian: Jurnal Abdimas*, 1(1), 8–13. <https://doi.org/10.55849/abdimas.v1i1.139>
- Nur Utami, K., & Mustadi, A. (2017). PENGEMBANGAN PERANGKAT PEMBELAJARAN TEMATIK DALAM PENINGKATAN KARAKTER, MOTIVASI, DAN PRESTASI BELAJAR SISWA SEKOLAH DASAR. *Jurnal Pendidikan Karakter*, 8(1). <https://doi.org/10.21831/jpk.v7i1.15492>
- Pane, A., & Darwis Dasopang, M. (2017). BELAJAR DAN PEMBELAJARAN. *FITRAH: Jurnal Kajian Ilmu-ilmu Keislaman*, 3(2), 333. <https://doi.org/10.24952/fitrah.v3i2.945>
- Putra, V. N. A. (2018). Manajemen Perencanaan Pembelajaran untuk Kaderisasi Muballigh di Pondok Pesantren Takwinul Muballighin Yogyakarta. *MANAGERIA:*
-

-
- Jurnal Manajemen Pendidikan Islam, 3(1), 133–155.
<https://doi.org/10.14421/manageria.2018.31-07>
- Putri, N. A., Kamaluddin, K., & Amrina, A. (2023). TikTok Application on Achievement and Learning Motivation at Influence Colleges. *Sciencetchno: Journal of Science and Technology*, 2(1), 80–96. <https://doi.org/10.55849/sciencetchno.v2i1.62>
- Ranal, A., Husniyah, H., Fienti, Y., Putri, S. A., Lenin, F., Musrika, M., Diana, D., & Xin, D. (2023). Physical Activity Training Education for the Elderly at Nursing Homes. *Pengabdian: Jurnal Abdimas*, 1(1), 14–19.
<https://doi.org/10.55849/abdimas.v1i1.143>
- Saputra, A. G., Rahmawati, T., Andrew, B., & Amri, Y. (2022). Using Canva Application for Elementary School Learning Media. *Sciencetchno: Journal of Science and Technology*, 1(1), 46–57. <https://doi.org/10.55849/sciencetchno.v1i1.4>
- Utami, L. D., Amin, M., Mustafiyanti, M., & Alon, F. (2023). Masjid Friendly: Mosque Based Economic Empowerment. *Pengabdian: Jurnal Abdimas*, 1(2), 97–106.
<https://doi.org/10.55849/abdimas.v1i2.186>
- Vicky, D., Adrianna, H., & Phan, B. (2023). Use of Gadgets by Early Childhood in the Digital Age to Increase Learning Interest. *Sciencetchno: Journal of Science and Technology*, 2(1), 17–34. <https://doi.org/10.55849/sciencetchno.v2i1.58>
- Wahyuni, S., Areva, D., & Dahan, L. (2015). Proses Penetapan Kriteria Ketuntasan Minimal (KKM) pada Mata Pelajaran Ekonomi Kelas X di SMA Se-Kecamatan Lubuk Kilangan Kota Padang. *Jurnal Ipteks Terapan*, 8(3).
<https://doi.org/10.22216/jit.2014.v8i3.6>
- Wanti, L. P., Romadloni, A., Somantri, O., Sari, L., Prasetya, N. W. A., & Johanna, A. (2023). English Learning Assistance Using Interactive Media for Children with Special Needs to Improve Growth and Development. *Pengabdian: Jurnal Abdimas*, 1(2), 46–58. <https://doi.org/10.55849/abdimas.v1i2.155>
- Zendrato, J. (2016). TINGKAT PENERAPAN RENCANA PELAKSANAAN PEMBELAJARAN DALAM PELAKSANAAN PEMBELAJARAN DI KELAS Suatu Studi Kasus di SMA Dian Harapan Jakarta. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 6(2), 58. <https://doi.org/10.24246/j.scholaria.2016.v6.i2.p58-73>
- Jamil, H., & Agung, N. (2022). Tantangan Pembelajaran Bahasa Arab Di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, 3(1), 38–51. <https://doi.org/10.19105/ajpba.v3i1.5536>
- Nugroho, A. (2012). Pengembangan Model Pembelajaran Jarak Jauh Berbasis Web. *Jurnal Transformatika*, 9(2), 72. <https://doi.org/10.26623/transformatika.v9i2.60>
- Salim, N. Z., Djam'annuri, D., & Aminullah, A. (2018). Studi Komparasi Konsep Pendidikan Karakter Anakmenurut Al-Ghazali Dan Thomas Lickona. *Manarul Qur'an: Jurnal Ilmiah Studi Islam*, 18(2), 135–153.
<https://doi.org/10.32699/mq.v18i2.944>
- Ulya, A., Muqtadiroh, F. A., & Muklason, A. (2021). Identifikasi Faktor Resistansi Guru Terhadap Teknologi Sebagai Pendukung Pembelajaran di Pondok Pesantren Salaf. *Jurnal Nasional Teknologi dan Sistem Informasi*, 7(1), 18–26.
<https://doi.org/10.25077/teknosi.v7i1.2021.18-26>
- ZAM, E. M. (2021). Peran Literasi Teknologi Informasi Dan Komunikasi Pada Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19. *EDUTECH: Jurnal Inovasi Pendidikan Berbantuan Teknologi*, 1(1), 11–20.
<https://doi.org/10.51878/edutech.v1i1.176>
-

Copyright Holder :

© Afif Alfiyanto et al. (2022).

First Publication Right :

© Al-Hijr: Journal of Adulearn World

This article is under:

