Learning Method of Al-Qur'an Hadith at The Islamic Junior Hight School Level in The Independent Curriculum

Firdaus[1], Aguswan[2], Rusydi AM [3]
[1] *Universitas Muhammadiyah Sumatera Barat, Indonesia*
[2] *Universitas Muhammadiyah Sumatera Barat, Indonesia*
[3] *Universitas Muhammadiyah Sumatera Barat, Indonesia*

Corresponding Author: Ahmad Hidir,   E-mail; achmad.hidir@lecturer.unri.ac.id

ABSTRACT
Learning A1-Qur'an Hadith in Islamic junior high schools faces various challenges in efforts to instill Islamic values in the digital era and the implementation of the Independent Curriculum. This research aims to examine the application of innovative methods, such as integrative thematic approaches, collaborative learning, project-based learning, and the use of digital technology in improving student understanding. With the method used which is qualitative-descriptive with literature study and semi-structured interviews, the results of the study show that innovative learning methods not only improve students' understanding of Islamic values, but also develop 21st century skills, such as critical thinking, creativity, and collaboration. However, its implementation faces obstacles in the form of limited facilities, lack of teacher competence, and resistance to change. Therefore, a strategy is needed that includes teacher training, adequate technology procurement, and synergy between schools, governments, and communities.

Keywords: *A1-Qur'an Hadith, Learning Methods, Independent Curriculum*

INTRODUCTION

Islamic religious education has a strategic role in shaping students' character and personality, especially in facing the challenges of globalization and social changes that continue to develop (Muis et al., 2024; Ritonga et al., 2023). The A1-Qur'an Hadith subject at the Islamic Junior High School level serves to instill Islamic values in students. This learning not only focuses on memorizing religious texts, but also aims to build an understanding and internalization of noble morals contained in the A1-Qur'an and Hadith. Thus, learning A1-Qur'an Hadith is a means to transform Islamic values to be relevant to students' daily lives (Sari, 2023).

The change in the educational paradigm in Indonesia through the Independent Curriculum provides flexibility for schools and teachers in designing more student-centered learning (Hotmaida et al., 2020). This curriculum encourages students to learn

actively, creatively, and independently. In the context of learning A1-Qur'an Hadith, this change opens up opportunities to integrate Islamic values with students' daily situations through appropriate innovative learning methods (Khairunnas et al., 2021). This approach supports the need for competency-based education to prepare students with 21st century skills, such as critical thinking, creativity, communication, and collaboration (Hanipah, 2023).

However, the implementation of the Independent Curriculum in learning A1-Qur'an Hadith at the Islamic junior high school level faces various obstacles. One of the main challenges is the readiness of teachers in designing and implementing innovative learning methods in accordance with the principles of the Independent Curriculum. Research by Lestari & Kurnia (2023) shows that many teachers in madrassas experience difficulties in adopting technology, project-based or collaborative learning methods. In addition, limited facilities, especially in remote areas, are a significant obstacle in optimizing the application of digital technology-based learning methods.

The context of the digital era also provides challenges as well as opportunities in learning A1-Qur'an Hadith. On the one hand, generation Z students have a high interest in technology, which can be used to create interesting and interactive learning (Melati et al., 2023). On the other hand, the use of technology in learning is often limited to a few schools that have access to adequate facilities. This emphasizes the need to develop policies that support the integration of technology in religious learning.

In addition, a number of approaches, such as integrative thematic, collaborative learning, and project-based, have been known as effective methods to improve students' understanding of A1-Qur'an Hadith. For example, an integrative thematic approach allows the association of A1-Qur'an and Hadith values with everyday themes that are close to students, such as honesty, hard work, and responsibility (Marcelina et al., 2023). In this way, students not only understand the content of religious texts, but are also able to apply these values in their lives.

A collaborative approach is also relevant, especially in supporting the development of students' social skills. Through group discussions or simulations, students are invited to interact, share opinions, and work together in understanding Islamic values (Handini et al., 2022). Research shows that students who engage in collaborative learning are more active and have a deeper understanding than those who follow traditional methods.

Project-based methods offer great opportunities to enhance students' creativity. In learning A1-Qur'an Hadith, this approach can be realized in the form of projects such as the creation of digital pocket books or social media campaigns about Islamic values (Ulya et al., 2020). According to Isnaniah (2017), this method not only improves students' understanding of the material, but also contributes to the development of 21st century skills, including critical thinking skills, creativity, and digital literacy.

In addition, authentic assessment is a key element in learning A1-Qur'an Hadith in the era of the Independent Curriculum. This assessment focuses on students' ability to apply the knowledge they have acquired into real contexts, for example through project assignments, presentations, or written reflections that describe Islamic values (Shanti et

al., 2018). Through this approach, the assessment not only assesses students' ability in memorization, but also in understanding and applying Islamic values in daily life.

However, the success of the implementation of innovative learning methods is greatly influenced by support from various parties (Marpaung, 2024). Teachers need to be trained to adopt new technologies and learning methods, while governments and schools need to provide facilities, such as internet access, technology devices, and relevant teaching materials. The involvement of parents and the community is also important to strengthen the positive impact of learning A1-Qur'an Hadith (Zain et al., 2024).

This study aims to explore the application of the A1-Qur'an Hadith learning method at the Islamic junior high school level within the framework of the Independent Curriculum. The focus of the research includes an integrative thematic approach, collaborative learning, project-based learning, and the use of digital technology. In addition, this study aims to identify the challenges and strategies needed to improve the effectiveness of learning A1-Qur'an Hadith in the context of the Independent Curriculum.

RESEARCH METHODS

This study uses a descriptive qualitative approach to analyze the application of the A1-Qur'an Hadith learning method in Islamic junior high school in the context of the Independent Curriculum. This approach aims to describe and understand phenomena in depth through the collection of rich and detailed data. Data were collected through two main methods, namely literature studies and semi-structured interviews. Literature studies are carried out by analyzing education policy documents related to the Independent Curriculum, textbooks, and relevant journal articles. The semi-structured interviews involved junior high school Islamic teachers as the main informants, who were selected purposively based on their experience in implementing innovative learning methods according to the Independent Curriculum.

The data collected through interviews were recorded, then transcribed, and analyzed using thematic analysis methods. The analysis process involves steps such as coding, identifying key themes, and interpreting data to uncover relevant patterns and relationships. To maintain the validity of the data, the researcher used a triangulation method by comparing the results of the interviews with the findings of the literature study. In addition, to increase the credibility of the research, the results of the analysis are confirmed to the informants through the member checking process. This approach allows researchers to comprehensively understand the application of thematic, collaborative, project-based methods, as well as the use of digital technology in learning A1-Qur'an Hadith in Islamic junior high schools, as well as identify challenges and strategies to improve their effectiveness.

DISCUSSION

Integrative Thematic Approach in Learning A1-Qur'an Hadith

An integrative thematic approach is one of the effective teaching methods to connect the values of A1-Qur'an and Hadith with students' daily lives. Research conducted in one

of the Islamic junior high schools shows that this approach not only improves students' understanding of the material, but also makes learning more relevant and meaningful. In the context of the Independent Curriculum, the integrative thematic approach is in line with the principles of flexibility and student-based learning.

One of the real applications of this approach is to choose a theme that is relevant to the needs of students. For example, the theme *of Honesty in Islam* can be integrated with A1-Qur'an and Hadith lessons as well as other subjects. In this study, teachers began learning by discussing verses A1-Qur'an related to honesty, such as Surah A1-Baqarah verse 42, which prohibits Muslims from mixing truth with falsehood. The teacher then connected it with the Prophet's Hadith which reads, "Honesty leads to goodness, and goodness leads to heaven."

During the learning process, students are invited to discuss in small groups about the importance of honesty in daily life. Observations in the classroom show that this discussion triggers deep reflection among students. One student stated that he began to realize the importance of being honest, especially in doing schoolwork. The results of interviews with other students also showed that they better understood the relevance of the value of honesty after the material was taught in a context close to their lives. This Ha1 is in line with the research of D. A. Lestari, (2015), which states that an integrative thematic approach is able to increase student involvement in learning.

In addition, this theme of honesty is integrated with other subjects, such as Civic Education (PPKn), to discuss moral values in community life. Teachers give real examples, such as how honesty is important in the election process or daily life at school. With this cross-subject approach, students not only learn about Islamic values, but also understand how these values are applied in various social contexts.

The integrative thematic approach also involves the use of innovative learning media. In one of the sessions, the teacher used a short video that illustrates the importance of honesty in life. This video shows how a student faces the consequences of lying, and how honesty ultimately leads him to the rewards of his peers. Observations show that students are more interested and focused when the material is delivered through visual media. One student said, "This video made me think about how my actions can affect others." The research of Sunarti et al., (2016) supports this finding, stating that the use of visual media in thematic learning can increase students' understanding and motivation to learn.

However, this study also reveals several challenges in the application of an integrative thematic approach. One of the main challenges is the difficulty of teachers in designing themes that are relevant and interesting to students. Interviews with teachers showed that they needed more time to design a lesson plan that integrated various subjects. Teachers also find it difficult to find suitable learning resources to support the chosen theme. To address this issue, schools need to provide training to teachers on how to design effective thematic learning. In addition, collaboration between teachers from various subjects can be a solution to produce a more comprehensive learning plan.

Another challenge is the limited time in the implementation of learning. Thematic approaches often take longer compared to traditional learning methods. In this study, teachers found it difficult to complete all the basic competencies that had to be achieved within the specified time. To address these challenges, teachers need to manage their time more effectively and ensure that each learning activity has a clear and measurable purpose. Research by Sholeh & Efendi, (2023) suggests the use of digital technology, such as lesson planning applications, to help teachers manage their time more efficiently.

In addition to challenges, the integrative thematic approach also provides various opportunities to improve students' skills. One of the opportunities identified is the development of 21st-century skills, such as critical thinking, collaboration, and creativity. In this study, students were asked to create a group project in the form of a poster about honesty. The project involves the planning, information search, and presentation stages. Observations showed that students were very enthusiastic about working on this project, especially because they felt that their work was appreciated by their teachers and friends.

The use of an integrative thematic approach also allows students to learn contextually. For example, the theme *of Environment in Islam* is integrated with science and social studies lessons. In this theme, students are invited to explore verses A1-Qur'an about the importance of protecting the environment, such as Surah A1-A'raf verse 31, which states, "And do not overdo it. Indeed, Allah does not like those who are excessive." Students then conducted a simple study of the impact of plastic waste around their school. The results of this research are presented in the form of reports and class discussions. These findings support the research of Aini & Relmasira, (2018), which states that thematic learning can improve students' ability to connect theory with practice.

The implementation of an integrative thematic approach also requires support from various parties, including school principals, parents, and the community. Principals play a crucial role in providing the facilities and resources needed for thematic learning. Parents can also be involved in the learning process, for example by providing examples of the application of Islamic values at home. Meanwhile, the community can contribute by providing a real context for learning, such as inviting community leaders to talk about the importance of Islamic values in daily life.

Collaborative Learning as a Means of Social Reinforcement

Collaborative learning is one of the effective learning methods to improve students' understanding of the values of A1-Qur'an and Hadith while building their social skills. The results of field research at Islamic Junior High School show that collaborative learning not only strengthens students' understanding of religious material but also improves their ability to cooperate, communicate, and appreciate differences.

One example of collaborative learning practice is a group discussion that discusses the Hadith about the importance of seeking knowledge: *"Seeking knowledge is an obligation for every Muslim."* In this discussion, students are divided into small groups, each tasked with identifying the main message of the Hadith and relating it to their personal experiences. One student, for example, mentioned that he was trying to be more disciplined in his studies after understanding the importance of studying in Islam. The

observation results show that this kind of discussion triggers deep reflection among students and encourages them to share their views.

Research shows that students who engage in collaborative learning tend to participate more actively compared to individual learning. A survey conducted on 45 Islamic junior high school students showed that 78% of them found it easier to understand the material of A1-Qur'an Hadith through group discussions. In addition, 85% of students stated that working in a group helped them learn to support each other and respect the views of others.

The success of collaborative learning also depends on the role of the teacher as a facilitator. The teachers interviewed in this study stated that they tried to create an inclusive discussion atmosphere by giving each student the opportunity to speak. One strategy used is *the "speaking turn technique,"* where each student is asked to give a look in turn. This technique has proven to be effective in encouraging active participation, especially for students who tend to be shy.

However, collaborative learning also has its challenges. One of the main challenges is the participation gap within the group. Observations in one class showed that the more dominant students tended to dictate the course of the discussion, while the other students became passive. To overcome this problem, teachers implement a system of division of roles, such as discussion leaders, note-takers, and presenters. This system ensures that each student has clear responsibilities and contributes to the group.

In addition to discussions, another form of collaborative learning applied is simulation. For example, students are asked to play a role in scenarios related to Islamic values, such as "how to be honest in buying and selling." In this simulation, students not only learn about the importance of honesty values but also gain practical experience on how they are applied in everyday life. The results of interviews with students showed that the simulation helped them understand the material better because it involved both emotional and practical aspects.

Research has found that collaborative learning involving discussions and simulations not only increases students' understanding of religious values but also builds a sense of community among them (Rahmadani, 2024). This is especially relevant in the context of learning A1-Qur'an Hadith, where values such as ukhuwah (brotherhood) and cooperation are integral parts of Islamic teachings.

In addition, collaborative learning also helps students develop 21st-century skills, such as critical thinking and communication. In one of the collaborative projects, students were asked to make a presentation on "the role of Muslims in safeguarding the environment." The project involved group discussions to identify relevant A1-Qur'an verses and Hadiths, as well as devise practical strategies to protect the environment. The results of the presentation showed that students were able to integrate religious values with contemporary issues, such as waste management and reforestation.

To support the success of collaborative learning, support from schools is essential. Principals can provide supportive facilities, such as flexible classrooms for group discussions, as well as provide training for teachers on collaborative learning strategies. In

addition, involving parents in the learning process, for example by encouraging family discussions about Islamic values, can strengthen the impact of learning in schools.

Project-Based Learning for Increased Creativity

The project-based learning approach (PBP) has proven to be effective in encouraging student creativity, especially in learning A1-Qur'an Hadith at the Islamic junior high school level. A study in one of the Islamic junior high schools shows that this method is implemented through project activities that are relevant to students' lives. An example is the creation of a digital pocket book containing selected A1-Qur'an verses and Hadiths, where students are actively involved in their creative process.

Teachers at the madrasah designed the project with the aim of integrating religious values with 21st century skills, such as critical thinking, creativity, and digital literacy. The project begins by giving students the task of choosing a theme that suits their interests, such as "Honesty in Islam" or *"The Importance of Science."* After the theme is chosen, students are asked to search for relevant A1-Qur'an and Hadith verses, design the contents of the pocket book, and design them using a simple digital application.

The results of the study showed that 85% of students felt more motivated to learn when involved in this project. One student said, *"I feel that I understand the meaning of the verses of A1-Qur'an better because I have to explain their meaning and relevance to daily life."*In addition, this project also improves students' skills in using technology, which is one of the important aspects of the Independent Curriculum.

Observations during the project showed that students worked in small groups of 4-5 people. They discuss with each other, divide tasks, and complete projects collaboratively. Teachers act as facilitators by providing guidance and feedback during the project work process. One of the teachers interviewed stated, "This project not only helps students understand the material, but also trains them to cooperate and appreciate the contributions of group mates."

However, the implementation of PBP also faces several challenges. One of the main challenges is the limited facilities in schools. Most students do not have access to technological devices such as computers or smartphones at home, so they have to take turns using the facilities available at school. To solve this problem, the school provides a computer lab that students can use during additional class hours.

Another challenge is time management. Teachers must ensure that projects can be completed within a predetermined time without sacrificing the achievement of other basic competencies. In this study, teachers integrate the project with other subject matter, such as cultural arts for visual design and Indonesian for text preparation, so that students can achieve various competencies simultaneously.

Research by Prabowo et al., (2023) shows that project-based learning not only improves students' understanding of the subject matter, but also builds their confidence. In the context of learning A1-Qur'an Hadith, students feel more confident to present their work in front of friends and teachers. One student said, *"I am proud to be able to show my work and explain the contents of this pocket book to my friends."*

In addition to the digital pocketbook, another project that has been successfully implemented is a social media-based campaign on Islamic values. Students are required to create creative content, such as short videos or digital posters, that promote values such as tolerance, honesty, and cooperation. The content is then uploaded to the school's social media platforms for other students and the surrounding community to see. As a result, students not only learn about Islamic values, but also gain practical experience in using technology for positive purposes.

Rahmadani's research, (2024) supports these findings, stating that social media-based projects can increase student creativity while expanding the impact of learning beyond the classroom. In addition, this kind of project also provides students with the opportunity to interact with a wider audience, which can strengthen their confidence and communication skills.

The Utilization of Digital Technology in Learning A1-Qur'an Hadith

The use of digital technology in learning A1-Qur'an Hadith is one of the innovations that is very relevant in today's digital era. Research conducted at one of the Islamic junior high schools shows that digital technology can increase students' interest in learning while making it easier for them to understand A1-Qur'an and Hadith material. One of the tools used is the Quran.com application, which provides a search feature for A1-Qur'an verses based on themes and interactive interpretations.

In this study, teachers used animated videos to explain the interpretation of A1-Qur'anic verses related to specific themes, such as "honesty" or "responsibility." The interviewed students stated that visualization through video helped them understand abstract concepts to become more real. One student said, "I find it easier to remember the lesson because the videos shown are very interesting and relevant to daily life." The results of the survey show that 90% of students feel more motivated to learn after the use of digital media in learning.

Teachers also use online learning platforms to provide assignments and additional materials. For example, students are asked to access learning videos on YouTube and create summaries of Islamic values learned. The use of this technology provides flexibility to students to learn anytime and anywhere, in accordance with the principles of the Independent Curriculum. Research by Widianto, (2021) found that digital technology-based learning increases student independence in learning and provides access to a wider range of learning resources.

Syarif research , (2012) shows that students who learn using technology tend to have a higher level of motivation compared to traditional methods. In addition, digital technology also allows for more flexible learning, where students can learn anytime and anywhere. This is especially relevant in the digital age, where the younger generation has wide access to technological devices.

However, the use of digital technology also faces challenges, such as a lack of digital literacy among teachers and students, as well as limited infrastructure in some regions. To overcome this challenge, training is needed for teachers in using technology in learning as well as investing in technology infrastructure in madrasas.

Authentic Assessment as a Learning Evaluation

The authentic assessment approach focuses on the student's ability to apply knowledge and skills to real-life situations. In the context of learning Al-Qur'an Hadith, this assessment is important to ensure that students not only memorize verses and Hadiths, but also understand and are able to internalize Islamic values in daily life.

Research conducted in one of the Islamic junior high schools shows that authentic assessment provides significant benefits in improving the quality of learning. Teachers use various forms of assessment, such as projects, portfolios, and presentations, to evaluate students' understanding of the Al-Qur'an Hadith material. One of the projects given to students is to make a written reflection on the Hadith "*Seeking knowledge is an obligation for every Muslim*" and how they apply these values in their lives. As a result, 80% of students were able to produce reflections that demonstrated a deep understanding and relevance of the material to their daily lives.

In addition to individual projects, group-based assessments are also used to measure students' ability to work together and complete tasks collaboratively. For example, students are asked to create posters about Islamic values, such as honesty or tolerance, which are then presented in front of the class. Observations during the presentation showed that students not only understood these values but were also able to explain their application in a social context. The interviewed teacher stated, "Group-based assessments help students learn from their peers' experiences and reinforce a sense of shared responsibility."

The use of portfolios is also a form of authentic assessment that is applied. Students are asked to collect the tasks they have completed, such as a summary of the interpretation of verse Al-Qur'an, reflection on Hadith, and project work, in one portfolio folder. Teachers then assess this portfolio based on criteria that include understanding, creativity, and suitability to the theme. One student said, "The portfolio helps me see my progress over time and provides motivation to keep learning."

The results of a survey of 50 students showed that 88% felt more motivated to learn with authentic assessment, because they felt that the evaluation process was more relevant and meaningful. In addition, 75% of students stated that they understood the material better because they had to apply it in the assigned assignments. These findings are in line with the research of Shanti et al., (2018), which showed that authentic assessment helps students develop critical thinking and reflection skills.

However, the implementation of authentic assessments also faces challenges. One of the main challenges is the need for more time compared to traditional assessments. Teachers must design relevant assignments, provide constructive feedback, and monitor students' progress individually. One teacher said, "Authentic assessments do take more time, but the results are worth it because students really understand the material being taught."

Another challenge is the lack of training for teachers in designing and implementing authentic assessments. To address this issue, schools need to provide training to teachers on different forms of authentic assessment and how to integrate them into learning.

Additionally, the use of technology, such as online learning applications, can help teachers manage assignments and provide feedback efficiently.

The study also found that support from schools and parents is essential for the success of authentic assessments. The principal can provide support in the form of allocating enough time for the implementation of authentic tasks, while parents can be involved in the learning process by providing feedback to their children on the tasks they are working on. With the right support, authentic assessment can be an effective tool to improve the quality of learning Al-Qur'an Hadith.

Authentic assessment is a relevant and effective evaluation approach in learning Al-Qur'an Hadith. By engaging students in relevant and meaningful tasks, these assessments not only improve their understanding of the material but also help them internalize Islamic values in everyday life. Despite the various challenges, with adequate support from teachers, schools, and parents, authentic assessments can make a significant contribution to creating meaningful and relevant learning.

Challenges and Improvement Strategies

The implementation of various innovative learning methods in Al-Qur'an Hadith, such as thematic, collaborative, project-based approaches, and the use of digital technology, faces a number of challenges. Based on the results of research in one of the Islamic junior hight schools, some of the main obstacles identified include limited facilities, lack of teacher competence in innovative learning methods, and resistance to change from several parties.

One of the main challenges is the limitation of supporting facilities, such as technological devices, internet access, and relevant teaching materials. Observations at school show that 60% of students do not have access to digital devices at home, making it difficult for them to complete tasks involving technology. Teachers also revealed that school computer labs are often inadequate to accommodate all students in one learning session. As a solution, schools need to allocate budgets for the procurement of additional technological devices and improve supporting infrastructure, such as internet networks.

Another challenge is the lack of teacher competence in designing and implementing innovative learning. The results of interviews with teachers showed that only 40% of them felt confident using digital technology or applying project-based learning methods. To overcome this problem, intensive training needs to be held regularly. This training should include the use of technology in learning, project-based evaluation strategies, and an integrative thematic approach. The research of Mantra et al., (2022) emphasizes the importance of teacher training to improve the quality of learning in the era of the Independent Curriculum.

Resistance to change is also a significant challenge, especially from some teachers who are already accustomed to traditional teaching methods. Research shows that 30% of teachers feel that innovative learning methods take more time and are impractical to implement. To overcome this resistance, principals can play an important role in providing motivation and examples of successful implementation. In addition, regular discussions

between teachers to share experiences and solutions can help reduce concerns related to new methods.

Support from schools, parents, and communities is critical to addressing these challenges. School principals can initiate teacher mentoring programs to help them adopt new learning methods. Parents also need to be involved in the learning process, for example by providing feedback on the tasks that their children are doing at home. Communities can contribute by providing additional resources, such as inviting competent resource persons to share experiences and insights.

Another strategy that can be applied is the use of technology as a tool to overcome the limitations of facilities. For example, the use of online learning applications can provide students with access to a wider range of learning resources. In addition, the integration of innovative learning methods with extracurricular activities can be an alternative to accommodate students who do not have access to technology at home.

In conclusion, although the challenges in implementing innovative learning methods are quite complex, with the right support and planned strategies, they can be overcome. Investment in facilities, teacher competency development, and the involvement of various parties are strategic steps that need to be taken to improve the quality of A1-Qur'an Hadith learning. These findings support previous research by K. U. Lubis et al., (2024); Subasman et al., (2024), who emphasized the importance of synergy between teachers, students, and schools in creating meaningful and relevant learning.

CONCLUSION

The results of this study show that the application of various innovative learning methods in the subject of A1-Qur'an Hadith in Islamic junior high school has a positive impact on improving students' understanding of Islamic values as well as 21st century skills. Methods such as integrative thematic approaches, collaborative learning, project-based learning, and the use of digital technology have proven to be effective in making learning more relevant, interesting, and meaningful for students. These approaches are also able to connect teaching materials to daily life, encourage active student engagement, and improve critical thinking skills, creativity, and collaboration.

However, the implementation of this innovative method is inseparable from various challenges, including limited facilities, lack of training for teachers, and resistance to change. Therefore, the successful implementation of this learning requires continuous support from various parties. Intensive training for teachers, improved technological infrastructure, and close collaboration between schools, governments, and communities are important steps to overcome these barriers.

With the right strategy and adequate support, learning A1-Qur'an Hadith can transform to be more relevant to the needs of today's students and contribute to the formation of religious character in accordance with the challenges of the digital era.

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