Development Of Islamic Religious Education Books With
Contextual Teaching And Learning

Hosaini[1], Ach. Zukin[2] Mohammad Firdaus[3]

[1]Universitas Bondowoso. Indonesia
[2]Universitas Ibrahimy Situbondo. Indonesia
[3]STAI AL Maliki Koncer Bondowoso. Indonesia
Email : hosaini2612@gmail.com [1],achzukin@ibrahimy.ac.id, [2]mohammadfirdaus292@gmail.com[3]

Abstract :

The Contextual Teaching and Learning model is motivated by the low absorption capacity of students in understanding learning; it can be seen from student learning outcomes that are still not optimal, student interest is lacking in motivation, and the learning process is still using teacher-centered. This study aims to improve student learning processes in PAI subjects by compiling textbooks carried out by teachers. The method used is the development method (R and D) at SMP Negeri 1 Banyuputih, . This study shows a significant difference from the previous teaching and learning process seen after the implementation of textbook products with the Contextual Teaching and Learning model. The ability of students to absorb learning is more effective, and students are more active in participating in teaching and learning activities. Students get convenience in understanding the learning material. This learning system can increase students' motivation and learning outcomes, especially in growing students' insight, skills, and attitudes, both in mastering theoretical and pragmatic learning materials.

Keywords : *Textbook, PAI, Contextual Teaching Learning*

Abstrak :

Model Contextual Teaching and Learning dilatarbelakangi oleh rendahnya daya serap peserta didik dalam memahami pembelajaran, hal itu terlihat dari hasil belajar siswa yang masih kurang optimal, minat siswa yang kurang terhadap motivasi dan proses pembelajaran yang masih menggunakan teacher centered. Penelitian ini bertujuan untuk meningkatkan proses belajar siswa pada mata pembelajaran PAI dengan menyusun buku ajar yang dilakukan oleh guru. Adapun metode yang digunakan ialah metode pengembangan (R and D) di SMP Negeri 1 Banyuputih, .Hasil dari penelitian ini ialah adanya perbedaan yang signifikan dari proses belajar mengajar sebelumnya terlihat setelah diterapkannya produk buku ajar dengan model Contextual Teaching and Learning kemampuan peserta didik dalam menyerap pembelajran lebih efektif dan peserta didik lebih aktif mengikuti kegiatan belajar mengajar . Seperti halnya peserta didik mendapatkan kemudahan dalam memahami materi pembelajaran. kesimpulan sistem pembelajaran ini mampu meningkatkan motivasi dan hasil belajara peserta didik terutama dalam peningkatan wawasan, keterampilan dan sikap arif peserta didik baik dalam menguasai materi pembelajaran secara teoritis maupun pragmatis.

Kata Kunci: *Buku Ajar, PAI. Pembelajaran Kontekstual*

INTRODUCTION

A reality faced by the world of education, especially Islamic Religious Education in formal institutions today, is the low quality of learning carried out by teachers and students in the classroom. The problem is that the learning process of Islamic Religious Education is less successful in shaping students' positive behavior. Weak methodological aspects mastered by teachers are also the cause of the low quality of learning. The widely used method is the conventional method, which is less attractive. (aziz:68:2019)

In this case, education is a fundamental metaphor that is very important in human life because education is a means that can shape the quality of reliable human resources able to solve various problems of life. Related to this, educational institutions must be able to deliver students to become graduates who can apply knowledge and have noble attitudes and character, and skills in everyday life. Achieving the aspired goals is not easy, but it takes various efforts from all parties; this is very dependent on students' internal motivation. If students have persistence in carrying out the teaching and learning process, they will get an excellent standard of achievement. But if not, then the opposite happens. Then to achieve these goals, both teachers, parents, students, and even the community also have an essential role in advancing education. To realize quality education, quality teachers are also needed to realize national education goals, namely having pedagogic competence, personality competence, social competence, and professional competence.

One of the main problems in learning in formal education or schools at this time is the low absorption of students in acquiring knowledge. This can be seen from the learning outcomes of students who are still less than optimal. Students' achievements are, of course, the result of conventional learning and do not touch the realm of the dimensions of students, in the sense that the absorption of learning resources is still less substantial. Models like this show that the learning process is still dominated by teachers who are still lacking in providing access for students to develop independence through discovery and thought processes.

In reality, many educators still understand that learning is the transmission of knowledge to students, causing students to be less creative and productive in developing their potential; for that, a new understanding is needed that learning is a space to create all the potential of students. Students are given the freedom to establish themselves; it means from behavioristic switching to constructivist models.

The results of observations at SMP Negeri 1 Banyuputih, a junior secondary level educational institution, have implemented the 2013 curriculum. Using the lecture method, as a result, students feel less active, less interested in learning, less motivated, and stealing time to do other lesson assignments when the teacher explains, as well as decreasing student attitudes, ethics, and character values. Therefore, the contextual approach model is a practical approach to fostering students' critical thinking power in promoting student interest in learning.

The subject of Islamic Religious Education is one the identical subjects and is often delivered using the lecture method. The lecture method is considered the most appropriate and safe method in providing Islamic Religious Education material because other methods are feared to cause Islamic Religious Education material to deviate from the original. To understand Islamic Religious Education lessons perfectly and optimally, reflection is needed, actual events so that students can think to foster interest in learning in Islamic Religious Education learners.

The development of a contextual learning model is a learning model that is connected to real-world situations. Then the educational goals will be achieved by the core competencies in the 2013 curriculum, and the scientific approach will obtain the three cognitive, affective, and psychomotor domains in learning. Therefore, the contextual learning model is a learning model that is linked to the real world and can provide convenience for educators in overcoming the problems that occur in students. The contextual learning model is one of the learning models that can improve the quality of education. In this regard, why in this paper, it will be presented whether the contextual model in Islamic Religious Education learning can solve the problem and how to implement the contextual model in Islamic Religious Education learning.

Through this contextual learning model, students are expected to be able to relate the subject matter to the daily experiences in the real world, which encourages students to make connections between their knowledge and its application in everyday life. Students' knowledge and skills can be obtained from students' efforts to construct their knowledge and skills.

In education in schools, interaction occurs between educators and students; the learning process is a process of educational exchange between students as the learning party and the teacher as the teaching party. In managing these interactions, teachers must be able to design learning programs, master subject matter, create conducive classroom conditions, understand the methods or methods used, communicate programs, and understand the foundations of education as a basis for action. Besides that, teachers must have a change in the learning paradigm that was initially teacher centered (teacher-centered) from a student-centered (student-centered), the methodology which was originally expositorily changed to participatory, and the approach that was originally textual turned into contextual, all of these changes are intended to improve the quality of education both in terms of the process or educational outcomes.

One of the concepts teachers must carry out at SMP Negeri 1 Banyuputih in Islamic Religious Education is a learning method with a Contextual Teaching and Learning (CTL) approach.

Contextual Teaching and Learning (CTL), or contextual learning, is a concept that helps teachers relate subject content to real-world situations and motivates students to be interested in learning Islamic Religious Education and make connections between their knowledge and their application in the real world. Contextual learning is learning that allows students to strengthen, expand, and apply their knowledge and academic skills in solving problems in

the real world; contextual learning occurs when students use and experience what is taught concerning real-world issues related to the role and their responsibilities as family members, citizens, and students. In a contextual classroom, the teacher's job is to help students achieve their goals, in the sense that the teacher deals more with strategy than providing information; the teacher's job is to manage the class and, as a team, work together to find something new for students, something new is coming from discovering yourself, not from the teacher.

Contextual learning is a reaction to the behaviorism approach, which emphasizes the stimulus-response ability to apply knowledge in real life in various situations. Critical thinking with the meaning of the benefits of learning, when students can connect the subject matter they get from school with their lives, they will feel how important learning is. The philosophical foundation of contextual learning is constructivism, which is a learning philosophy that emphasizes that learning is not just memorizing but reconstructing or building new knowledge skills through facts or propositions that they experience in their lives.

RESEARCH METHOD

This study uses research and development methods (Research and Development). It is said to be a research and development method because the process will be used to produce textbook products and test their effectiveness. The research will be carried out to have an effect in the form of Islamic Religious Education textbooks for class VIII SMPN with Contextual Teaching and Learning Models and test the effectiveness of these products. In implementing RnD, several methods will be used, namely descriptive, evaluative, and experimental methods. Descriptive research method was used in the initial research to collect data about the existing conditions. The evaluative method is used to evaluate the process of testing the development of a product. And the experimental method is used to test the efficacy of the resulting product. Development Procedure:
Development Procedure

1. Preliminary Study

The first step taken by researchers in the process of developing textbooks is to conduct a preliminary study. A preliminary study was conducted to collect data and information related to the implementation of learning in SMP Negeri 1 Banyuputih. The methods used in conducting primary research are documentation, interviews, and observations. All of this is done to ensure that the problems to be investigated are so that the products produced are genuinely on target and can answer the issues that are currently happening.

2. Model Development Planning

The planning for the development of the teaching material model is as follows: a. Analysis of Teaching Material Needs It should be noted that the analysis of teaching material needs is an initial process to be carried out to prepare teaching materials. It consists of three stages:

- Analysis of the curriculum
- Research of learning resources
- Determining the type and title of teaching materials

The whole process is an integral part of making teaching materials that cannot be separated.

FINDINGS AND DISCUSSION

The existence of educational regulations that are always undergoing rotation and reform, educators must always be ready and prepared to upgrade themselves to carry out activities related to creativity, innovation and productivity such as compiling lesson plans (innovative learning tools) in this case textbooks such as worksheets, modules etc.

The textbooks that have been successfully compiled by teachers of Islamic religious education subjects are as follows:

Table 1.1 List of Themes/Chapters in textbooks

NO BAB	Tema	Metode
1	Mengenal Ilmu Tauhid	Inkuiri discovery belajar mandiri (Mencari dan menemukan) melalui diskusi dan resensi
2	Menenal Rasul-Rasul Allah	Inkuiri discovery belajar mandiri (Mencari dan menemukan) melalui diskusi dan resensi
3	Akhlak dan budi pekerti yang baik dalam islam	Inkuiri discovery belajar mandiri (Mencari dan menemukan) melalui diskusi dan resensi
4	Mengenal kitab-kitab Allah	Inkuiri discovery belajar mandiri (Mencari dan menemukan) melalui diskusi dan resensi
5	Memperaktikkan Akhlak Terpuji	Inkuiri discovery belajar mandiri (Mencari dan menemukan) melalui diskusi dan resensi
6	Al Qur'an dan Hadits sebagai pedoman hidup sehari-hari	Inkuiri discovery belajar mandiri (Mencari dan menemukan) melalui diskusi dan resensi
7	Meneladani perjuangan Rasulullah SAW.	Inkuiri discovery belajar mandiri (Mencari dan menemukan) melalui diskusi dan resensi

This textbook product has been successfully implemented in class VII students. SMPN I Banyuputih. The existence of this textbook product as a representation of the quality of innovative learning is evident in the activities of the teaching and learning process in that students are more active in responding to teaching and learning activities.

Before the teaching material product is implemented, the researchers and teachers first discuss the results of the preparation of this textbook with the authors of the content author of the book that is the creator to test the feasibility of the product that has been successfully compiled and developed by us and the TEAM. Experts were asked to evaluate the textbooks that we collected. Although the assessments carried out by experts are theoretical, they are not in the field, but the book is feasible to be implemented. Experts did not carry out field assessments. Due to time and cost constraints, two experts were given to assess teaching materials. In this case, the evaluation is entrusted to Prof. Dr. Abu Yazid, MA., LL.M. as an expert in Materials, graphic design, and language. He is a permanent Lecturer at the Ibrahimy Sukorejo Islamic Institute of Situbondo. The assessment carried out is descriptive by making an assessment based on the instrument sheet provided by the researcher. Then the second expert was entrusted to Prof Dr, Evi Fatimaturrusydiyyah. M.Ag. as an expert in design and learning techniques. He is also a permanent lecturer at UIN Sunan Ampel Surabaya (Learning Technology Expertise). Similar to the above, the assessment is descriptive by conducting an estimate based on the instruments provided by the researcher.

The results of the expert assessment of format, graphic design and language on the developed textbooks are compiled in the following table.

Tabel 1. 2
Lembar Hasil Penilaian Ahli Tentang Format, Desain Grafis dan Bahasa

O	ASPEK YANG DINILAI	KO				5	KOMENTAR DAN SARAN
	Kejelasan identitas mata pelajaran					√	
	Kejelasankarakteristik mata pelajaran						
	Ketepatan rumusan tujuan pembelajaran					√ ✓	
	Kejelasan domain tujuan pembelajaran						

No	Aspek	1	2	3	4	5	Komentar
5	Kesesuaian pokokpokok materi dengan tujuan pembelajaran						
6	Pengaturan ilustrasi atau gambar				√		
7	Kesesuaian bahasa yang digunakan dengan kaidah bahasa indonesia				√		
8	Kesederhanaan struktur kalimat						
9	Kalimat soal tidak mengandung arti ganda						
10	Kejelasan petunjuk dan arahan						
11	Sikap komunikatif bahasa yang digunakan						
	Jumlah skor			6			

Mohon dicontreng sesuai dengan skala skor Skala Skor:

Skor	Keterangan
1	Sangat kurang
2	Kurang
3	Cukup
4	Baik
5	Sangat baik

Penilaian umum:

Buku Ajar Pembelajaran ini:	Buku Ajar Pembelajaran ini:

1. Sangat kurang 2. Kurang 3. Cukup 4. Baik 5. Sangat baik	1. Belum dapat digunakan, masih memerlukan konsultasi 2. Dapat digunakan dengan revisi besar 3. Dapat digunakan dengan revisi kecil 4. Dapat digunakan tanpa revisi

In table 4.1 some things can be stated as follows. (1) Clarity of subject identity has a score of 5, meaning that this PAI textbook has a very clear subject identity, namely Islamic Religious Education. (2) the clarity of the characteristics of the subject has a score of 4, meaning that the material in the textbook has entered good criteria. (3) The accuracy of the formulation of learning objectives with a score of 4 is included in the good criteria. (4) The clarity of the domain of learning objectives has a score of 3, this means that it is included in the sufficient category, but does not have interesting advantages. (5) The suitability of the subject matter with the learning objectives has a score of 4, in the good category. (6) The arrangement of illustrations or pictures has a score of 4, this means that the pictures in the textbook are good so as to make the textbook attractive and meet the standards for testing. (7) The suitability of the language used with Indonesian has a score of 3, in the sufficient category. However, it is still necessary to pay attention to transliteration guidelines. (8) The question sentence does not contain multiple meanings, it has a score of 4, it is in the good category, meaning that the writing of the question has paid attention to the rules of good question writing. (9) The clarity of instructions and directions has a score of 3, it is included in the sufficient category, meaning that the instructions in the textbook are not confusing to the readers. (10) Good language communicative attitude

used has a score of 3, it is included in the category of sufficient.

Based on table 4.1 compiled through a questionnaire, it can be calculated the percentage of the feasibility level of textbooks in table 4.2 with the following analysis formula:

Tabel 1.3 Rumusan Analisis

Persentase =	Jumlah skor jawaban responden	X 100%
	Jumlah skor ideal	

11 points de vue sont les premiers à prendre en compte les 5 et les autres facteurs de production d'une économie de marché, mais aussi de la région.Tabel 1.4 Hasil Analisis

Persentase =	46	X 100%	83
	55		

Le format de l'eau et de la santé et de l'environnement est un facteur de production d'énergie qui s'applique à la production d'un système de production d'énergie et de mesures de réduction des émissions de gaz à effet de serre. Karena pada dasarnya revisi di atas tidak terlalu bersifat prinsip yang apabila tidak dilakukan akan mengakibatkan dampak yang sangat jelas. Si l'on veut savoir s'il y a des moyens d'atteindre les objectifs de la région, il n'y a pas d'autre solution que de s'attaquer au problème.Tabel 1.5

Lembar Hasil Penilaian Ahli Tentang Konten atau Materi

No	ASPEK YANG DINILAI	SKOR					KOMENTAR DAN SARAN
		1	2	3	4	5	
1	Kejelasan pembagian materi					√	
2	Kebenaran isi atau materi				√		
3	Kesesuaian dengan pembelajaran *contextual teaching and learning*			√			
4	Kelayakan sebagai perangkat pembelajaran					√	
5	Dikelompokkan dalam bagian-bagian yang logis				√		
6	Kesesuaian dengan kurikulum yang berlaku/ K13					√	
	Jumlah skor	26					

Mohon dicontreng sesuai dengan skala skor! Skala Skor:

Skor	Keterangan
1	Sangat kurang
2	Kurang
3	Cukup
4	Baik
5	Sangat baik

Penilaian umum:

a.BukuAjar Pembelajaran ini:	Buku Ajar Pembelajaran ini:

1. Sangat kurang 2. Kurang 3. Cukup 4. Baik 5. Sangat baik	1. Belum dapat digunakan, masih memerlukan konsultasi 2. Dapat digunakan dengan revisi besar 3. Dapat digunakan dengan revisi kecil 4. Dapat digunakan tanpa revisi

Based on the data in table 4.4, the following can be stated. (1) The clarity of the distribution of material has a score of 4, this means that the division or grouping of material in the textbook is good and systematic in accordance with the existing themes. (2) The truth of the content or material has a score of 4, is included in the good category, meaning that it is in accordance with the identity of the subject, namely material about Islamic education. (3) The suitability of Contextual Teaching and Learning learning has a score of 3, it is included in the sufficient category, meaning that the application of the problem based learning model to the material has met the minimum standards as a proper teaching book to be used. (4) Feasibility as a learning tool has a score of 5, in the very good category, meaning that this textbook as a learning tool is very feasible to use. (5) Grouped into logical sections having a score of 4, in the good category, meaning that the material in the textbook grouping the material is in accordance with the sequences of the themes discussed. (6) Conformity with the applicable curriculum or the 2013 curriculum has a score of 4, in the good category, because the author is trying to find out how in the textbook there are elements or characteristics in the 2013 curriculum, namely observing a problem presented, then asking questions, exploring material presented by reading and studying it, associating by answering the problems that have been asked and communicating by presenting answers and providing solutions to problems that have been asked.

Based on table 4.4 collected through the questionnaire, the percentage of the feasibility level of the textbook in table 4.5 can be calculated with the following analysis formulation:

Tabel 1.6 Rumusan Analisis

Persentase =	$\dfrac{\text{Jumlah skor jawaban responden}}{\text{Jumlah skor ideal}}$	X 100%

The prepared questionnaire consists of 6 points that are assessed with a score between 1 and 5, then if the 6 points are multiplied by 5, the ideal amount obtained is 30 Based on the provisions of the above formula, the overall percentage of the level of achievement of the textbook can be calculated as follows:

Tabel 1.7 Hasil Analisis

Persentase =	$\dfrac{26}{30}$	X 100%	86

Based on the scores given by content or material experts, this Islamic religious education teaching book is very, very worthy to be tested, because the score given by the expert is an average of 5, which means the textbook compiled by the author is in the very good category.

CONCLUSION

Based on the development process of Islamic religious education textbooks with the Contextual Teaching and Learning model for class VIII SMP Negeri 1 Banyuputih, it can be concluded as follows. A. The use of textbooks at SMP Negeri 1 Banyuputih for the 2019/2020 school year is to use Islamic education package books and use translations of both the Al-Quran and Hadith to support the textbooks. B. The development carried out has resulted in a product in the form of a textbook with the title "Teaching Book of Islamic Religious Education for Teachers of SMP Negeri 1 Banyuputih Class VIII".

The implementation of the development of Islamic Religious Education Textbooks with the Contextual Teaching and Learning model for class VIII of SMP Negeri 1 Banyuputih was developed in four stages, namely: 1) Conducting needs analysis (needs assessment), 2) designing and developing initial products by taking into account the principles of book development. Teaching and textbook elements, 3) Validating or expert testing by experts on material, graphic design, format and language, 4) evaluation and revision of textbooks. The results of this development are ready to be tested at SMP Negeri 1 Banyuputih.

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