Edukasi Islami: Jurnal Pendidikan Islam, VOL: 11/NO: 03 Oktober 2022 **P-ISSN: 2614-4018**
DOI: 10.30868/ei.v11i03.4392 **E-ISSN: 2614-8846**

IMPLEMENTATION OF A SCIENTIFIC APPROACH IN ISLAMIC EDUCATION LEARNING

Mualimul Huda

Institut Agama Islam Negeri (IAIN) Kudus, Indonesia
mualimulhuda@iainkudus.ac.id

ABSTRACT

This study explains how to implement a scientific approach in learning Islamic Religious Education (PAI) subjects. This research also explores several problems implementing a scientific approach to the issue of Islamic Religious Education. This research uses a descriptive qualitative method. They are collecting data using interview documentation and observation. Researchers conducted semi-structured interviews to obtain comprehensive data—informants in research, among them school principals, PAI teachers, and students. Data validity and validity tests were conducted using source, technique, and time triangulation methods. Data analysis was carried out with data reduction, data presentation, and verification stages. The results of the study show that a scientific approach to Islamic subjects is carried out in the four fields of study, namely the study of the Al-Qur'an-Hadith, Akidah-Ak hlak, Fiqh, and History of Islamic Culture. Learning activities are done by observing, asking, exploring, associating, and communicating. The scientific approach in PAI subjects can be applied with a material approach and a methodical approach. Islamic education material in the study of moral education, jurisprudence, and Islamic cultural history can be used with a material approach. In comparison, material for faith and faith can be applied methodically. The material approach provides a broader explanation related to social practices and contexts in everyday life. The method approach is carried out by directing students to explore the resources of teaching materials available in the library. There are several supporting and inhibiting factors in implementing the scientific approach, among them necessity Skills teachers to integrate PAI material and scientific knowledge, student readiness, learning media, and infrastructure.

Keywords: Scientific Approach, Learning, Islamic Religious Education

A. INTRODUCTION

Education has a very important position in human life, because life without education, humans will not experience progress and development. The meaning of education itself is a process with certain methods so that people gain knowledge, understanding, and ways of behaving according to their needs (Muhibbin, p. 10). Through planned education, it is hoped that students can develop their potential to the maximum. Education as an activity that is social in nature is strongly influenced by development community, and in turn the results of education (education graduates) will enter the community to participate in helping and developing the community. On this basis, the design of an educational concept must consider society as well as the concept of an ideal society (Nata, 2016).

The importance of inculcating character education in adolescents is considered important enough to ward off and fortify students so that they have strong control not to get involved in juvenile delinquency actions in various forms. Not only physical delinquency but also delinquency caused by an understanding of deviant ideologies from the teachings of Islam which is *rahmatan lil alamin*. This phenomenon is often referred to as a radical, intolerant understanding of Islam, which can harm the students themselves and the community around them.

Globalization and advances in information technology make all information from wherever it comes easily accessible from and wherever people are. One of the effects or even part of globalization is the outbreak of religious radicalism. The growing development of religious radicalism in society is a threat to the unity of the Indonesian nation. One of the strategic efforts to counter religious radicalism among students is through a program to strengthen religious activities as well as Islamic character education in Madrasahs.

On the other hand, the world of education currently expects students to be more independent in exploring knowledge and information during the teaching and learning process. The 2013 curriculum which is currently being implemented in Indonesia for PAI subjects is oriented towards process skills, making the approach *scientific* an inseparable part. So this research was carried out with the aim of explaining the approach *scientific* and how to apply it in PAI learning (Ihsan, 2021).

The 2013 curriculum for PAI subjects currently has a paradigm and process different from the previous one. The learning process which was originally focused on exploration, elaboration and confirmation is equipped with observing, asking, processing, presenting, concluding and creating. Learning does not only occur in the classroom, but also in the school and community environment, so that in this case the teacher is not the only source of learning. In addition, attitudes are not only taught verbally, but through examples and examples. In other words, an educator is not only a facilitator, but also must provide a good example for students both in the school environment and outside the school environment.

Therefore, the role of madrasa managers and teachers is very important in preventing Islamic radicalism in madrasas / schools because teachers are one of the components of education that are able to influence the mindset of their students, especially Islamic Religious Education (PAI) teachers, who are seen as very moderate figures. in conveying the teachings of Islam in Madrasas. The reason is, in the Permendikbud or syllabus that has been set by the government which is then used as a basic reference for Islamic Religious Education Teachers, the teaching materials do not contain elements of radicalism (Mulyadi, 2017; Rathomi, 2019). This study explains the implementation of PAI learning with a scientific approach based on character education at MTs Mathaliul Falah Kudus, as well as what are the supporting and inhibiting factors for implementing PAI learning with a scientific approach and Islamic character education at MTs Mathaliul Falah Kudus.

B. METHODOLOGY

This type of research is a research field (field research). Field research aims to intensively study the background of the current situation and the interaction of an environmental object (Masrukhi, 2015)—research location in Madrasah Mathali'ul Falah. The informants of this study included school principals, vice principals for curriculum, vice principals for student affairs, PAI teachers, student organizations, and students. In this study, the researcher immediately went inside an object which became-focus research so that the problems formulated could be revealed. Data analysis is inductive based on the facts found and then obtained and constructed by a

hypothesis or theory (Afifudin, 2012). This research uses a descriptive qualitative method. They are collecting data using interview documentation and observation. Researchers conducted semi-structured interviews to obtain comprehensive data. Data validity and validity tests were conducted using source, technique, and time triangulation methods. Data analysis was carried out with data reduction, data presentation, and verification stages.

C. RESULT AND DISCUSSION

Discourse on scientific integration has become an interesting research topic recently. Along with the rapid development of science and technology demands change and transformation in various fields to be able to synergize between the religious sciences and the sciences. As a consequence of the results of this transformation process, madrasa education is required to play a dual role at the same time. On the one hand, madrasas must carry out the mission of Islamic teachings as the spirit and main mission of the existence of the madrasa itself, while on the other hand madrasas must also carry out the responsibility to continue to progressively carry out the process of adapting to the needs and developments of the times which are always dynamic (Annisa, 2021; Rusadi, 2019). The dual role of madrasas as "Islamic Educational Institutions" in playing their roles must be carried out simultaneously, where the role of madrasas as Islamic educational institutions must oversee how Islamic values and missions can be realized in the implementation of teaching, besides that madrasas are also required to be able to accommodate general subjects according to the national education curriculum. Madrasas are required to teach many things, starting with religion-based subjects, including fiqh, moral creed, al-qur'an and hadith, SKI, also while still having to teach general subjects in full as demanded by the national education curriculum(Annisa, 2019; Putri, 2020).

1. The scientific approach to the subjects of PAI

learning *scientific* is learning to adopt measures scientists build knowledge through scientific method. The learning model that is required is that allows culturally scientific thinking skills, improvement "sense *of* inquiry" and

creative thinking abilities of students. This approach *scientific* is applied in the 2013 curriculum, one of which is PAI learning both in schools and madrasas. The stages in scientific learning include: *observing* (observing), *questioning* (asking), *exploring* (trying/searching), *associating* (reasoning), *communicating* (communicating). In the approach *scientific*, subject matter is based on facts or phenomena that can be explained by certain logic or reasoning. Students are expected to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying learning materials. The learning objectives are formulated in a simple and clear way, but the presentation system is attractive (Salim, 2014, Meilanie:2019).

In the 2013 curriculum which uses this approach *scientific* , the role of the teacher is no less important. Teachers are expected to have pedagogic competence, professional competence, personal competence and social competence in supporting the teaching and learning process. Pedagogic competence gets special emphasis on the 2013 Curriculum because teachers must be able to encourage and inspire students to be able to understand, apply, and develop rational and objective thinking patterns in responding to learning materials (Amakae, p. 22).

The Psychological Foundation of the approach *Scientific* is the relationship between the use of the approach *scientific* according to the psychological study of learning. Based on the principles of learning in the approach, it *scientific* can be stated that the approach *scientific* is based on constructivism learning theory. . there are 4 constructivist principles in learning, namely as follows; (1) knowledge is built by the students themselves, both personally and socially, (2) knowledge cannot be transferred from the teacher to the learner, except by the student's own activity in reasoning, (3) active students construct continuously so that more conceptual changes occur. detailed, complete, and in accordance with scientific concepts, (4) teachers only assist learning by providing facilities and situations so that the learning construction process takes place effectively and efficiently. The constructivist principle, the teacher acts as a mediator and facilitator who helps the learning process run well (Pudjiani, 2014).

In Islamic education, the main materials taught include: faith education, moral education, and worship education. In relation to the application of education,

scientific it turns out that not all of the subject matter can be explained using approach *scientific*. Faith education will not be able to be explained using approach *scientific.* In the step of observing, for example, we will not be able to invite children to observe something unseen. Likewise at the reasoning/associating stage (Kusnadi, 2016).

As for the material for moral education and worship education, aapproach *scientific* can be applied in explaining it. When explaining *a good* morality, for example, we can ask students to observe the morals of the people around them, which includes easy morality. Likewise with worship. When we explain about the pilgrimage, we can show a video about the implementation of the pilgrimage for students to observe. This method may be more interesting for student. S*cientific approach* is considered effective enough to be applied in the learning process, including in the subject of Islamic Education

Likewise, research on issues of radicalism, intolerance and moral degradation of youth in the area of education is still a topic of research which has been widely studied recently. Many studies on radicalism highlight the causes of the birth of radicalism, as well as the forms of radicalism in the world of education. For example, Moh Hasyim's research on "The Potential of Radicalism in Study Schools Against Islamic Religious Education Books for Elementary Schools". This study found the value of radicalism in the teaching material of Islamic education in elementary schools. Radical values that can influence students' attitudes are religious militancy, which is driven by the teachings of jihad and is anti-aggressor towards other religious groups/followers, as well as narrow religious understanding (Hasim, 2017).

While research efforts to deter radicalism in schools is still limited to the central role of teachers in delivering PAI PAI learning in school or madrasah. Research performed by Salman Parisi on the role of Master PAI in Efforts Deradicalisation Students In this paper put forward about the characteristics of the radical understanding and step- what steps should be taken by PAI teachers in dealing with it (Salman, 2017). This study focuses more on the role of the Islamic teacher centrally and Education places more emphasis on the aspects of learning and delivering PAI materials. A similar study was also conducted by Zulfani

Sesmiarni, with the topic "Stemming Radicalism in Education Through approach *Brain Based Learning*". The results of this study offer a solution to prevent/repress acts of violence among students through the use of the brain-based teaching learning method. This method combines 5 aspects of learning, namely emotional, social, cognitive, physical and reflective aspects. The personal formation of students begins in the form of classroom learning to develop the abilities, potential and competencies of students. In this way students are expected to avoid various violence and other apathy because they have been educated in a peaceful and pleasant learning atmosphere (Zulfani, 2017).

In the opinion of the researcher, efforts to take preventive action in an effort to counteract or reduce radical understanding and actions among students must be carried out jointly and integrated between all components in the educational institution. and limited, while student activities are dominated outside the classroom, inevitably a conducive learning environment must also be created, both in the form of religious activities and the cultivation of character education.

From this point of view, in this case the researcher is interested in conducting research that involves elements that exist in educational institutions in efforts to instill Islamic character education in students and learning with a scientific approach, so that students are trained and accustomed to having a tolerant attitude, respecting, appreciate, cooperate in the learning process. It is hoped that the results of this study will provide examples, models and offers of innovation from the implementation of PAI learning with a scientific approach and models of planting Islamic character in the madrasa environment.

The term scientific approach, or, or *scientific approach is* a subject of discussion that attracts the attention of educators. The application of this approach is a challenge for teachers through the development of student activities, namely observing, asking, trying, processing, presenting, reasoning, and creating**.** The seven learning activities are activities in developing thinking skills to develop students' curiosity. With that, it is expected that students are motivated to observe the phenomena around them, record or identify facts, then formulate the problems they want to know in questioning statements. From this step, students are expected to be able to formulate problems or formulate what they want to know.[3]However,

this scientific approach needs to be analyzed, especially in the subjects of Islamic Religious Education and Morals, whether this scientific approach is in accordance with the material of Islamic Religious Education. With a scientific approach, can the material for Islamic Religious Education and Character Education be conveyed to students properly (Hariri, 2018).

2. Implementation of the Scientific Approach to Islamic Education Subjects

One of the basic skills that a teacher must have is being able to manage the learning process in the classroom so that learning can run effectively. At MTs Matholi'ul Falah Kudus, the task of the teacher is not only to deliver learning materials, but a teacher also plays a role in shaping the character and behavior of students. The teacher is also responsible for conditioning the classroom so that students can study comfortably and learning remains conducive and effective (intervew data). This is relevant to what Wina Sanjaya said in her book *Educational Process Standard Oriented Learning Strategy*, thatas learning managers, teachers play a role in creating a learning climate that allows students to learn comfortably (Sanjaya, 2006).

The scientific approach to learning PAI begins with an introduction, core to closing. The purpose of the introductory activity is to reinforce students' understanding of the purpose and importance of the material being communicated, which creates a sense of curiosity that will be especially valuable in the core activity stage (Spina, 2020). The core activity is a learning experience (learning experience) for students is the time used to do learning with scientific learning. Scientific steps in scientific learning are as follows:

a. Observation (observe). The activity of identifying an object through the senses, namely through the sense of sight (reading), smell, hearing, taste, and touch, and observing objects with or without aids so that students can identify problems.
b. Ask. An action expresses something one wants to know, whether it refers to a particular object, event, or process. Questions can be presented orally or in writing and can take the form of interrogative or hypothetical statements to enable students to formulate problems and hypotheses. Questions must relate to why and how which require answers through experimental activities.

c. Data collection. Activities seeking information for analysis and conclusions. This activity can be done by reading books, field observations, experiments, interviews, distributing questionnaires, etc., so that students can test the hypotheses that have been formulated previously.
d. Associate. Processing data to process information in a series of physical and mental activities using specific devices. Data processing can be done by classifying, sorting, calculating, and dividing information into more informative forms and determining sources of information to make it more meaningful—forms of data processing such as tables, charts, graphs, concept maps, calculations, and modeling. In addition, students analyze data to compare or define the relationship between the data they process and existing theories to conclude.
e. Communicating. Describe and share the results of observations, investigations, collection, and processing of data on student activities and observations addressed to others, both orally and in writing, in the form of charts, diagrams, pictures, etc., using simple technical tools and or information technology. And communication (Mulyani, 2019). This scientific step is carried out to provide more space for students to build learning independence and optimize their intelligence potential. Students are asked to create their knowledge, understanding, and skills from the learning they have experienced while the teacher guides, strengthens, and enriches what students have learned (interview, data collection).

There are several supporting and inhibiting factors in the implementation of the scientific approach. Namely from the material aspect, student readiness, learning media and infrastructure. For moral education materials and religious education, aapproach *scientific* can be applied in explaining them. When explaining about *mahmudah* morality, for example, we can ask students to observe the morals of the people around them, which are included in easy morals. Likewise with worship. When we are going to explain about the pilgrimage, we can show a video about the implementation of the pilgrimage for students to observe. This method will probably attract more students' attention. The scientific approach is indeed considered quite effective to be applied in the teaching and learning process, including in Islamic Religious Education subjects

The goal of Islamic education is a form of human morality, the man should be able to implement the teachings Islamic teachings properly, so that they are reflected in attitudes and actions in all their lives in order to achieve happiness in this world and the hereafter. So the material for Islamic religious education in Madrasas must always be understood and realized by these students. So that the teacher has an urgent role for the creation of the cultivation of Islamic values. With an understanding of the Islamic values of these students, it will have a positive impact on the individual students themselves, parents, society, nation and state. In PAI learning itself at MTs Matholi'ul Falah Kudus, basically there are many worship procedures that must be learned by students, so that in carrying out daily worship students can realize them in accordance with Islamic law.

In managing classroom learning which includes scientific learning management, teachers are required to develop creativity in acting to condition optimal learning. Teacher in learning PAI subjects at MTs Matholi'ul Falah Kudus, implements psychology-based classroom management for students to create and maintain optimal conditions in the classroom so that students can learn well. Based on the observations made by the researcher of MTs Matholi'ul Falah Kudus, it can be seen that the learning process carried out by PAI teacher is in accordance with the planned RPP. The preparation of this learning implementation plan is adjusted to the character of the material according to the curriculum and is considered based on the characteristics and needs of the local area. Then it is also adjusted to the characteristics, potential, and needs of students. This is done before the implementation of classroom management in order to obtain and achieve effective and efficient learning objectives.

This is very relevant to Sue Cowley's description in her book *Student Behavior Management Guide* that every student is an interesting and complex individual. However, up to a point, the teacher may have to make general observations to help control the challenging behavior. Furthermore, an inclusion policy means that teachers will teach different types of students in general classes. Some will have a fairly high level of behavioral problems, which were previously handled in special arrangements. The more teachers understand the different needs of students, the more confident they are to teach in the most effective way (Cowley, 2011). In the learning process at MTs Matholi'ul Falah Kudus there are students who carry out learning activities with each unique characteristic. Teachers

need to understand this difference so that it is easy to carry out classroom management activities effectively.

Study groups in the class have certain behaviors that are sometimes different from the behavior of other groups and individuals in the class. Therefore, the groups in the class need to get attention. Study groups in the classroom also have an influence on the individuals who are members. Good influences can be developed, but bad influences need to be dammed by the teacher by guiding them. For this reason, The Teacher involves the active learning of all students in the learning process, both students who behave actively and students who tend to be passive.

In the learning process when teacher explained the material about prostration of gratitude and prostration of recitation, he did not only use formations conventional, but he used several formations such as group formations and the letter U formation to increase students' enthusiasm for learning. Even though the students seemed enthusiastic about listening and paying attention to the teacher who was explaining, there were still some students who talked to themselves, especially the students who sat in the back. Because with the conventional formation the teacher has difficulty in monitoring all students. For this reason, in the next meeting, teacher tried to arrange classrooms using group formations and the formation of the letter U in the learning process, with the aim of reducing student behavior which can reduce the possibility of deviant behavior (interview).

This is very relevant to description in his book *Psychology of Education* that: In order to create a pleasant classroom atmosphere, the arrangement of space and learning situations should be considered. The arrangement and arrangement of the study room should allow children to sit in groups and make it easier for teachers to move freely in order to assist students in learning (Noer Rohmah, 2015). The conclusion from the analysis above is that before the teacher conducts learning activities, the teacher must prepare everything needed when the learning process takes place which is adjusted to the existing KI and KD, starting with apperception, motivation, core and closing activities. Teachers must also create an atmosphere that can improve student learning by paying attention to the

arrangement or arrangement of the class and its contents during the learning process that is adapted to the characteristics of different students.

From the explanation of the implementation and problems of the Scientific approach to the 2013 Curriculum above, the authors analyze problems the existing based on eight National Education Standards. However, the author only uses one standard because the problems analyzed are related to process standards. Process standards are national education standards related to the implementation of learning in educational units to achieve graduate competence. The standard process contains the minimum criteria for the process learning in the education unit. Process standards include planning the learning process, implementing the learning process, evaluating learning outcomes, and supervising the learning process for the implementation of an effective and efficient learning process (Amri, 2013).

Broadly speaking, the standard process can be described as follows: (1) The learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity and independence according to talent. , interests and physical and psychological development of students (Mulyasa, 2013) Success in learning will be determined by how capable the teacher is in creating and maintaining classroom conditions that allow students to learn well so as to improve student achievement. (2) Each unit of educators undertakes planning of the learning process, implementation of the learning process, assessment of learning outcomes and supervision of the learning process for the implementation of an effective and efficient learning process. (3) Learning planning is the preparation of a learning implementation plan for each learning content. Judging from the concept, this scientific approach is very relevant to exact subject matter (Mathematics, Physics, Chemistry and Biology). The reason is because this science is a natural science, where the truth can be accepted by all mankind without exception, despite different beliefs. It is different with the subject of Islamic Religious Education whose truth is only believed by people who believe in aspects that are unseen. So that the implementation of the scientific approach in this subject is irrelevant. Ironically, although some are irrelevant, many PAI

teachers apply this approach in every teaching and delivering PAI material in the teaching and learning process. There may be several reasons for this. First, because the 2013 Curriculum is identical to the Scientific approach, this approach is made a necessity to be implemented.

In fact, material that is unseen can be conveyed or relevant to aapproach *problem solving* (problem-based), because students can observe the reality of life due to the existence of Allah SWT and His creatures as well as His provisions that are supernatural. Likewise with aspects of morality and fiqh. The author is of the opinion that the material aspects of Morals and Fiqh will be effectively delivered when using approach *problem solving*, even though from the perspective of a scientific approach these two aspects are relevant. The author argues that Islam is a religion that guides human life, so that the object of PAI material is related to the reality of life and human behavior. When using a problem-based approach in the learning process, there will be an interaction process between stimulus and response, which is the relationship between two directions of learning and the environment (Trianto, 2009).

In the teaching and learning process in the classroom, it cannot be separated from the inhibiting factors. The teacher realizes that in the learning task there are learning barriers experienced by students. Even teachers understand that students' environmental conditions can also be a source of obstacles in learning. With various kinds of obstacles that can trigger the inhibition of classroom learning, such as there are students who study hard, there are students who only pretend to study, there are students who study half-heartedly, and there are even students who do not study. For this reason, a teacher is required to be able to manage his class as efficiently as possible. The scientific approach is an approach in learning that is centered on students to develop concepts through learning stages, namely the stages of observation (observing), asking, trying, associating and communicating which expects students to think analytically.

D. CONCLUSION

The core activity is the learning process with a scientific approach. Learning is designed to show the relationship between material and reality in everyday life to give students a more meaningful impression. Likewise, the content or learning materials are based on facts or phenomena so that they can be explained by logic or reasoning. The stages in the core activities with a scientific approach (*scientific approach*) in learning the steps of observing, asking, seeking information, reasoning, and communicating for all subjects. The implementation of the Scientific approach in Islamic Religion subjects is carried out in four aspects: Al-Qur'an-Hadith, Akidah-Akhlak, Fiqh, and SKI (Islamic Cultural History), which are packaged in five activities (Observing, Questioning, Exploring, Associating and Communicating). The concept of Scientific approach is a learning process approach that is designed in such a way that students actively construct concepts, laws, or principles through the stages of observing (to identify or find problems), formulating problems, proposing or developing hypotheses,, collecting data with various techniques, analyzing data, draw conclusions and communicate the "found" concept, law or principle. The scientific approach is intended to provide understanding to students in recognizing and understanding various materials using a scientific approach that information can come from anywhere, anytime, not depending on direct information from the teacher.

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